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SEVENTH BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

Public Instruction

STATE OF MONTANA, 1902.

1903
"INDEPENDENT PUBLISHING COMPANY, HELENA, MONTANA."

State of Montana.
Department of Public Instruction.
Helena, December 1, 1900.

To His Excellency, J. K. Toole, Governor of Montana.

Sir:---I have the honor of submitting to you the seventh biennial report of this department for the biennium ending August 31, 1902.

Very respectfully yours,
W. W. WELCH,
Superintendent Public Instruction.

INDEX.

Rural School 3
Nepotism in the Management of the Public Schools 6
The Scholastic Census 7
School District Libraries 12
Consolidation of Schools 13
Decision of Attorney General 21-50
Financial Report Beaverhead County, 1901 52-53
Statitstical Report Beaverhead County 1901 54-55
Financial Report Broadwater County 56-57
Statitstical Report Broadwater County 58-59
Financial Report Carbon County 60-63
Statitstical Report Carbon County 64-67
Financial Report Cascade County 68-71
Statistical Report Cascade County 72-75
Financial Report Choteau County 76-79
Statistical Report Choteau County 80-83
Financial Report Custer County 84-85
Statistical Report Custer County 86-87
Financial Report Dawson County 88-89
Statistical Report Dawson County 90-91
Financial Report Deer Lodge County 92-93
Statistical Report Deer Lodge County 94-95
Financial Report Fergus County 96-99
Statistical Report Fergus County 100-103
Financial Report Flathead County 104-107
Statitstical Report Flathead County 108-111
Financial Report Gallatin County 112-115
Statistical Report Gallatin County 116-119
Financial Report Granite County 1901 120-121
Statistical Report Granite County, 1901 122-123
Financial Report Jefferson County, 1901 124-125
Statistical Report Jefferson County, 1901 126-127
Financial Report Lewis and Clarke County, 1901 128-131
Statistical Report Lewis and Clarke County, 1901 132-135
Financial Report Madison County, 1901 136-139
Statistical Report Madison County, 1901 140-143
Financial Report Meagher County, 1901 144-145
Statistical Report Meagher County, 1901 146-147
Financial Report Missoula County, 1901 148-151
Statistical Report Missoula County, 1901 152-155
Financial Report Park County, 1901 156-159
Statistical Report Park County, 1901 160-163
Financial Report Powell County, 1901 164-167
Statistical Report Powell County, 1901 168-171
Financial Report Ravalli County, 1901 172-175
Statistical Report Ravilli County, 1901 176-179

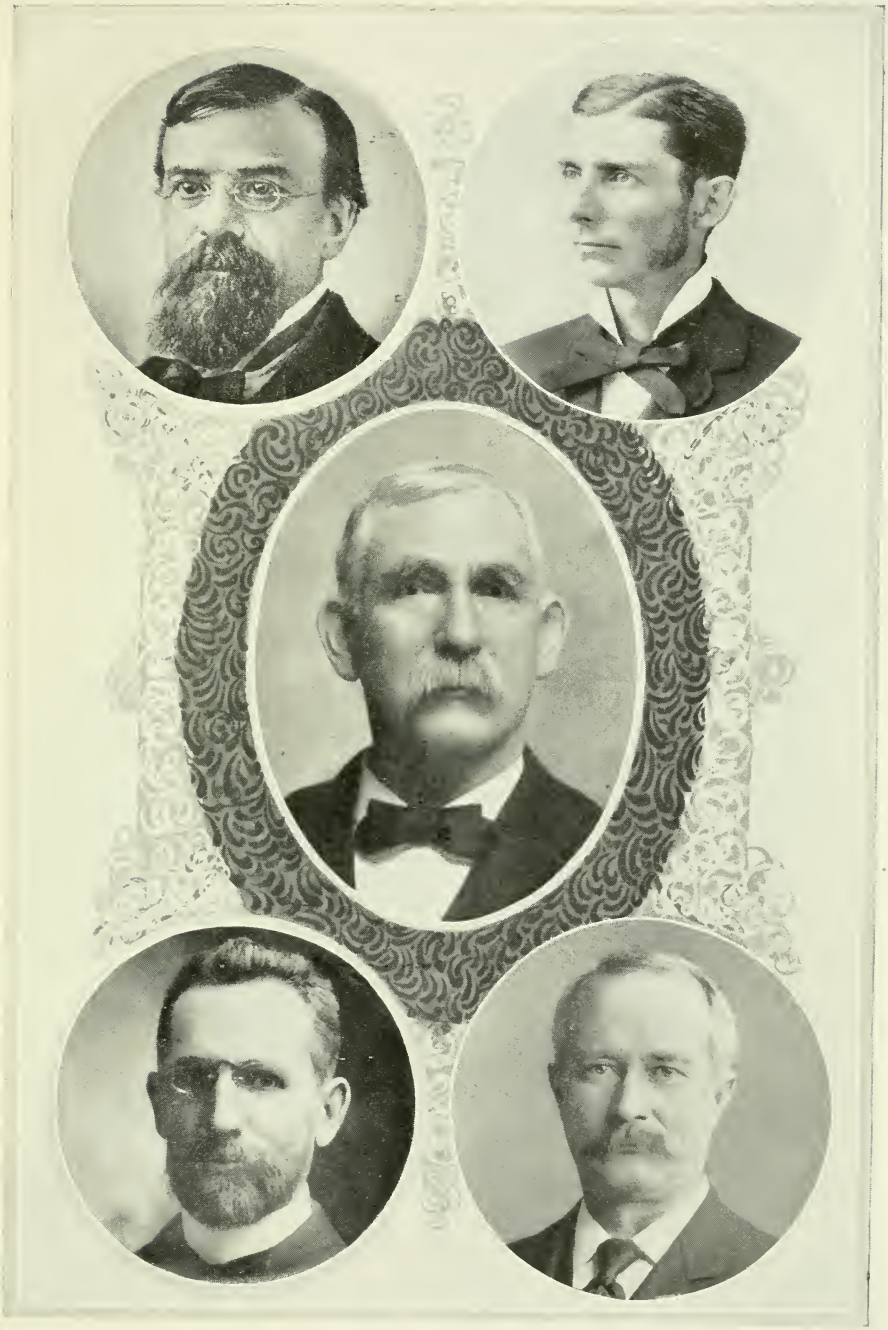
Financial Report Rosebud County, 1901 180-181
Statistical Report Rosebud County, 1901 182-183
Financial Report Silver Bow County, 1901 184-185
Statistical Report Silver Bow County, 1901 186-187
Financial Report Sweet Grass County, 1901 188-191
Statistical Report Sweet Grass County, 1901 192-195
Financial Report Teton County, 1901 196-197
Statistical Report Teton County, 1901 198-199
Financial Report Valley County, 1901 200-201
Statistical Report Valley County, 1901 202-203
Financial Report Yellowstone County, 1901 204-205
Statistical Report Yellowstone County, 1901 206-207
Financial Report of all Counties, 1901 208-209
Summary of Statistical Reports, 1901 210-212
Financial Report Beaverhead County, 1902 214-215
Statistical Report Beaverhead County, 1902 216-217
Financial Report Broadwater County, 1902 218-219
Statistical Report Broadwater County 220-221
Financial Report Carbon County, 1902 222-225
Statistical Report Carbon County, 1902 226-229
Financial Report Cascade County, 1902 230-233
Statitstical Report Cascade County 234-237
Financial Report Choteau County, 1902 238-241
Statistical Report Choteau County, 1902 242-245
Financial Report Custer County, 1902 246-247
Statistical Report Custer County, 1902 248-249
Financial Report Dawson County, 1902 250-251
Statistical Report Dawson County, 1902 252-253
Financial Report Deer Lodge County, 1902 254-255
Statistical Report Deer Lodge County, 1902 256-257
Financial Report Fergus County, 1902 258-261
Statistical Report Fergus County, 1902 262-265
Financial Report Flathead County, 1902 266-269
Statistical Report Flathead County, 1902 270-273
Financial Report Gallatin County, 1902 274-277
Statistical Report Gallatin County, 1902 278-281
Financial Report of Granite County, 1902 282-283
Statistical Report Granite County, 1902 284-285
Financial Report Jefferson County, 1902 286-287
Statistical Report Jefferson County, 1902 288-289
Financial Report Lewis and Clarke County, 1902 290-293
Statistical Report Lewis and Clarke County, 1902 294-297
Finapcial Report Madison County, 1902 298-301
Statistical Report Madison County, 1902 302-305
Financial Report Meagher County, 1902 306-307
Statitstical Report Meagher County, 1902 308-309
Financial Report Missoula County, 1902 310-313
Statistical Report Missoula County, 1902 314-317
Financial Report Park County, 1902 318-321
Statistical Report Park County, 1902 322-325
Financial Report Powell County, 1902 326-329
Statistical Report Powell County, 1902 330-333
Financial Report Ravalli County, 1902 334-337
Statistical Report Ravalli County, 1902 338-341
Financial Report Rosebud County, 1902 342-343

Statistical Report Rosebud County, 1902 344-345
Financial Report Silver Bow County 346-347
Statistical Report Silver Bow County, 1902 348-349
Financial Report Sweet Grass County, 1902 350-353
Statistical Report of Sweet Grass County, 1902 354-357
Financial Report of Teton County, 1902 358-359
Statistical Report Teton County, 1902 360-361
Financial Report of Valley Countty, 1902 362-363
Satistical Report Valley County, 1902 364-365
Financiol Report Yellowstone County, 1902 336-367
Statistical Report Yellowstone County, 1902 368-369
Summary Financial Report all Counties, 1902 370-373
Summary Statistical Report all Counties, 1902 374-377
Summary all Years Since Admission as a State 378-379
Changes in Laws Suggested 380
Statistics of County Free High Schools 381
Teachers Certificates Held by Teachers Engaged 382
Reports of Beaverhead County 383
Reports of Carbon County 384
Reports of Cascade County 385
Reports of Choteau County 387
Reports of Custer County 389
Reports of Dawson County 391
Reports of Flathead County 392
Report of Gallatin County 395
Report of Granite County 397
Report of Jefferson County 400
Report of Lewis and Clarke County 401
Report of Madison County 403
Report of Missoula County 404
Report of Park County 407
Report of Powell County 411
Report of Ravalli County 412
Report of Rosebud County 414
Report of Silver Bow County 416
Report of Sweet Grass County 423
Report of Teton County 425
Report of Valley County 426
The University of Montana 3

PART II.

The College of Agriculture and Mechanic Arts 12
Montana State Normal 16
Montana State School of Mines 28
Montana School for the Deaf and Blind 50
History of the Helena High School 56
Great Falls High School 65
Butte High School 67
Jackman Commercial and Helena Business College 70
Butte Business College 71
Jefferson County High School 74
Stevensville Training School 76
Montana Wesleyan University 77
State Orphans' Home 79
St. Vincent's Academy 80
St. Peter's School 81

Historical State Library 82
Fort Belknap Indian School 88
ADDRESSES—
W. W. Welch 90-101
O. J. Craig 101-110
W. G. Eggleston 110-129
R. G. Young 129-147
James Reid 147-158
Lucy H. Carson 158-174

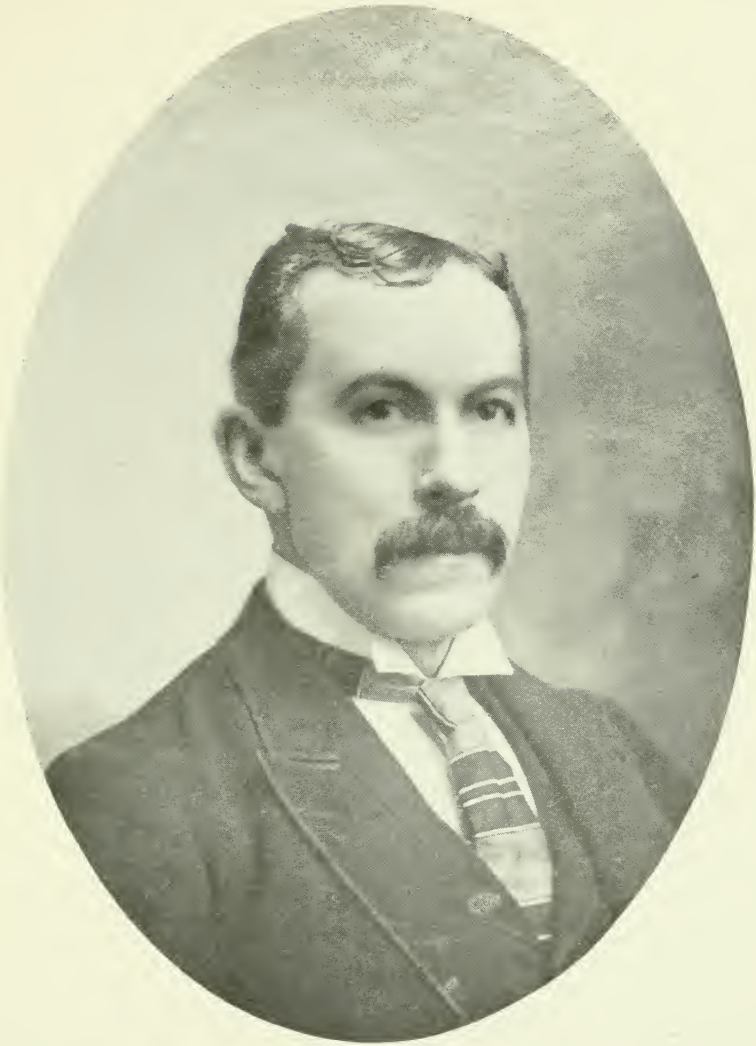


SUPERINTENDENTS OF PUBLIC INSTRUCTION

W. Egbert Smith (upper left hand corner), 1879-'80 R. H. Howey (upper right hand corner), 1881-2

Cornelius Hedges (center), 1872-3, 1874-5, 1876, 1883-4

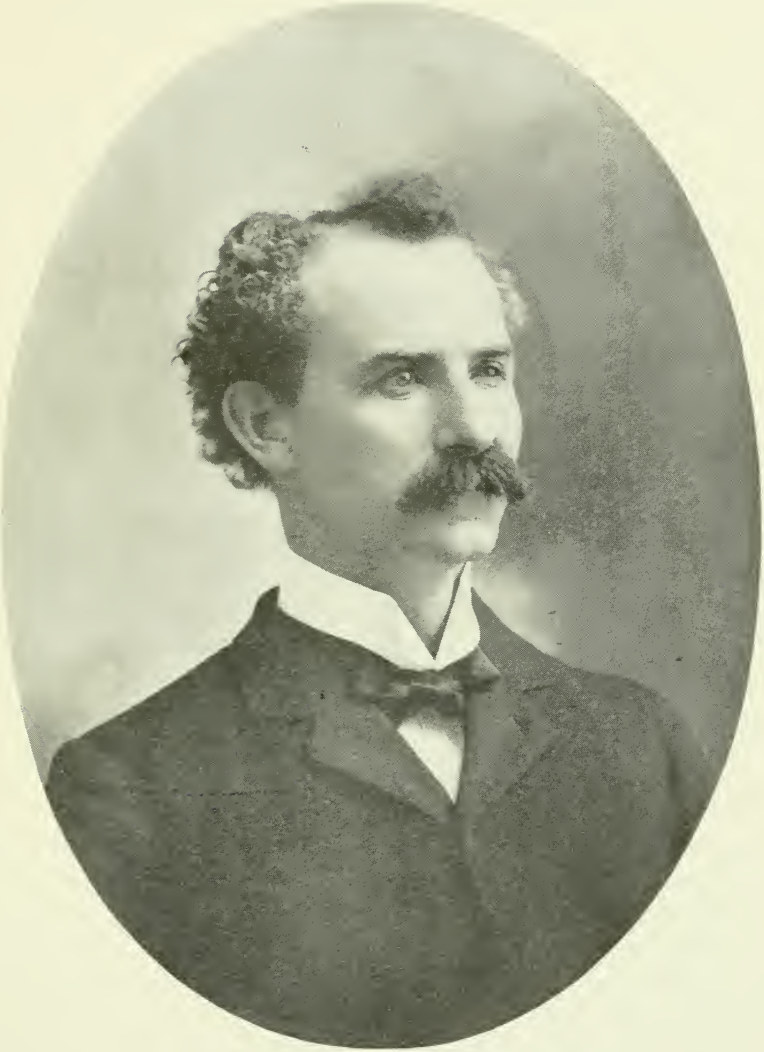
W. W. Wylie (lower left hand corner), 1885-6 Arthur C. Logan (lower right hand corner), 1887-8



JOHN GANNON,
Superintendent of Public Instruction, 1890.

E. A. CARLETON
Superintendent Public Instruction 1897-1900

J. M. LEWIS,
Chief Clerk Supt. Public Instruction.



W. W. WELCH, SUPT. OF PUBLIC INSTRUCTION.

State Superintendent's Report.

Helena, August 31, 1902.

Montana possesses a population distinguished for its remarkable high percentage of educated men and women.

In territorial days the remoteness of the Rocky Mountains prevented all but the most enterprising pioneers from seeking their fortunes in a region separated from both coasts by mountains and desert lands. The discoveries of gold attracted men of every profession, the best representatives from all the states in the Union. These men, in developing mines, building cities and preparing for the future, paid first attention to the establishment of schools.

From the lands rich in mineral and agricultural resources such ample provision was made that to-day over 3,000,000 acres are held as school lands. The law-makers did their part towards insuring the best educational advantages, and on mountain or plain, wherever the parents or guardians of ten children wish to form a school district a teacher is provided and a school house rises in the isolated mountains or upon broad breasted prairies.

The fame of Montana as a health resort has caused hundreds of the most learned men and women of the country to desert their native states and to become citizens anxious to secure for their children the very best educational advantages.

RURAL SCHOOLS.

While I have no hesitancy in saying that the best schools in our state are to be found here and there in the rural districts, and that the graded schools in our larger towns and cities can afford no such favorable conditions for elementary instruction as are to be found in the rural districts, yet it is equally true that our rural schools are not so good as they should be. The early age at which the farmers' boys and girls must assume responsibility in repairing and operating the complicated machinery employed in farming operations, their interest and responsibility in the care of farm stock, coupled with their close touch with nature, make them close observers and mentally active and alert students. The farmer's children are the most promising

subjects for the earnest teacher, and if our country schools fail to average as good as our city schools the responsibility therefor must be divided between the school officers and teachers of the country schools. So far as school officers are concerned they are often times at fault in not paying sufficient wages to secure first class teachers, or in not retaining the services of good teachers when found; however, we know that in some instances trustees have not the means at their command to do this. It takes time and costs money for a teacher to properly qualify himself for his work, and unless wages are good, and unless teachers are reasonably sure of continuous service, we may be sure that the number of really educated and professionally well trained teachers will be relatively small, and the very best intellect is driven from our ranks. Men and women who are really well prepared know their own worth, and unless they are well compensated for their services, will leave the profession of teaching and enter a field that has some financial promise.

Again in the selection of teachers, Boards not infrequently give the preference to an applicant because "She needs the money." Qualifications of applicants being equal this is a worthy motive, but it rarely happens that qualifications and fitness of a number of applicants are equal, and the rights of the children transcend the rights and needs of any teacher. Children in the rural districts have from fifty to seventy-five months' schooling.

Within the limits of the above period most children acquire all the education they will ever get from the schools. Within the limits of this period they must prepare to take hold of the practical problems of life and handle them successfully, and it is almost a crime to squander any portion of this school period by placing over them an incompetent instructor or teacher; however valuable her services, if a better teacher could be secured, simply because the one employed is poor or needs the money she is to receive. The school district is not an eleemosynary or charitable institution.

If a poor and needy applicant is also the most cultured, if she has the most liberal education; if she has the best professional training; and coupled with these if she possesses those indefinable qualities that make her a power not only in the school room, but in the community, then she should be employed. But, if another applicant possesses the above qualities in a much

higher degree, the Board owes it to the children and to the tax payers to employ that other, regardless of the needs or interests of teachers or other individuals.

Teachers are often handicapped by neighborhood quarrels and differences; one faction in the district refusing to support and co-operate with the teacher employed by the other faction: one faction refusing to support the teacher because she refuses to board at a certain place, or is friendly to the other faction. We must be broader and more liberal. Personal interests or animosities must be subordinate to the highest welfare and most liberal training of our children. Our teachers do not want to know, and should not be required to know about neighborhood quarrels. After the school board has employed its teacher, that teacher becomes at once an important factor in the successful administration of the school, and certainly the teacher should have the hearty and cordial support of school officers and parents, while it is one of the elements of a good teacher that she is able to win and hold the love and respect of her pupils, and the confidence, respect and support of her patrons.

As a rule the teachers in our rural schools are bright, earnest, enthusiastic workers; but too many of them are deficient in education, culture and professional training. To secure improvement along these lines the terms of service should be made longer (the minimum legal term should be increased to six months) and the wages paid should not be less than eighty dollars per month. This would encourage bright, aspiring young men and women to spend the requisite five or six years in attending high and normal schools in preparation for teaching district schools. The teacher, like other workmen, to get higher wages must show that his services are worth more than he is receiving; in other words, he must increase the demand for his service. Second, he must be protected from competition from would-be-teachers, who have neither the education nor the professional skill to teach well; hence I would most earnestly recommend that the law governing the certification of teachers be amended by striking out second and third grade certificates, and granting only four grades of certificates, viz: First Grade, embracing the subjects now required for a first grade certificate; the Professional, Life and State Diplomas.

We will never be able to elevate our schools until the standard of our teachers is raised. The effect of our present system of

low wages and short terms is driving the very best trained teachers from the profession.

I would also recommend that recognition be given those teachers who have taken a special training for department work, that the four grades of certificates be granted either upon examination or graduation from reputable institutions, to those persons who specialized. It is little less than a crime to ask a teacher who has done primary work or kindergarten for a number of years to take the same examination as the average literary teacher. When we have specialized we will begin to professionalize.

NEPOTISM IN THE MANAGEMENT OF PUBLIC SCHOOLS.

Frequent complaints are made to this office that teachers in certain localities are employed not by virtue of their ability and success as teachers, but by reason of their marriage or blood relation to trustees of the schools. Sometimes it is asserted that men have sought the office of trustee for the avowed purpose of giving to some dependent relative a position in the schools under their charge. Now, the position of a school trustee is proverbially a thankless one. Few people give credit or honor for the wise management of school affairs.

If the school prospers, the teacher is credited mainly with the success, and when things go wrong the trustee comes in for a share of the blame. The trustee is one officer of the State who occupies an exceedingly responsible position, and is perhaps the only one who receives no pecuniary compensation for his services.

Nevertheless, the charges above stated are of a serious nature, and should receive careful consideration, since, where such conditions prevail the efficiency of the schools cannot be otherwise than seriously affected.

Human judgment, at best, is imperfect, and when the ties of kinship are put in the scales, past experience teaches that a fair and impartial decision as to the merits of men or politics can hardly be obtained.

In selecting a jury, no one related to either party to the suit by ties of blood or marriage can be chosen. A trustee, in many respects, occupies a place similar to that of a juror.

The trustee must use his best judgment in selecting the teacher or teachers who are to serve his school district. The teacher's

competency and his general acceptability among the school patrons are questions which the faithful trustee will always consider carefully. After the teacher is employed, it may happen that difficulties will arise between himself and the school patrons. Here, then, the sober and unbiased judgment of the trustees is in great demand. Under these circumstances the ties of family relationship between the trustee and the teacher will, in most cases, seriously interfere with the impartial administration of justice and law. It would therefore be advisable that a law be enacted forbidding, under proper penalty, any district, or community school trustee, from taking part in the selection of any teacher who may be related to the said trustee within the third degree by marriage or blood. Several of the States have found it necessary to enact such laws.

THE SCHOLASTIC CENSUS.

Under the law of 1897 the school census is required to be taken by the district clerk, between the first and twentieth days of August of each year. The cost of this one item alone is $6,469.30, which amount is taken from the available school fund.

Preliminary to what I shall say with regard to certain proposed changes in the present law I will state the constitutional and statutory provisions which bear directly or indirectly upon the points at issue.

Section 1. It shall be the duty of the legislative assembly of Montana to establish and maintain a general, uniform and thorough system of public, free common schools.

Section 2. The public school fund of the state shall consist of the proceeds of such lands as have hereinbefore been granted or may hereafter be granted, in lieu of such lands required by gift or grant from any person or corporation under any law or grant of the general government, and of all grants of land or money made to the State from the general government for general education purposes, or where no other special purpose is indicated in such grant; all estates or distributive shares of estates that may escheat to the State, all unclaimed dividends, and shares of any corporation incorporated under the laws of the State, and all other grants, gifts, devises or bequests made to the State for general educational purposes.

Section 3. Such public school fund shall forever remain inviolate, guaranteed by the State against loss or diversion, to be invested, so far as possible in the public securities within the

State, including school district bonds issued for the erection of school buildings under the restrictions to be provided by law. (Constitution Art. 11, Sec. 1, 2, 3,)

Section 1860. A common school is hereby defined to be one that is maintained at the public expense in each school district, and under the supervision of the board of trustees. Every common school not otherwise provided for by law, shall be open to the admission of all children between the ages of six and twenty-one years residing in the school district, and the board of trustees shall have the power to admit children not residing in the district, as hereinbefore provided.

Section 1864. The school year shall begin on the first day of September, and end on the thirty-first day of August.

(Constitution, Article 8, Sections 1860-1864.)

The State scholastic census is designed for the single purpose of obtaining a basis for the distribution of the public school funds of the State among the children entitled to its benefits. In Montana a child that has been enumerated by the clerk of a certain district possesses no right or privilege not possessed by every other child of the school age residing in the school district, whether the latter has or has not been enumerated. The enumeration simply secures to a certain district a certain amount of public school money based upon the supposed school needs of that district, as shown by the number of children enumerated who will attend school during the coming school year.

In all the states of the Union funds are provided for the support of the public schools, and these funds are usually apportioned among the counties or school districts upon a per capita basis, as shown by the school census returns made by the counties or school districts. Two methods or plans are employed by the different states for securing the scholastic census. The first of these is to have the census taken at certain times by the several school districts and counties, and upon the aggregate of these enumerations the State makes the distribution of its public funds. The second plan is to have each school district, township, county or city, make each year a report of the number of children actually in attendance upon the public schools, and upon this report of attendance for any year the State bases its apportionment of school funds for the following year.

It can be readily seen that if the children enumerated in a given district by the first plan, attend school, the two methods

will be the same in final result. Or if the percentage of attendance, as compared with the enrollment is the same in all the school districts, the distribution of the State public funds will be uniform throughout all the districts. In other words, if of one hundred children enumerated in each district, say seventy-five only, on an average attend school each year, then each and every district will receive twenty-five per cent excess of funds above its estimated demands, as shown by its census. However, as all the districts alike receive the excess, no injustice is done to any one district.

On the other hand, if the school record shows that in district A. only forty children out of an enumeration of one hundred by the census actually attended school during the year, while district B. shows eighty children out of the one hundred enumerated actually attend school, then if each district draws alike public school money for one hundred children, the distribution is manifestly unequal. The State professes to give equal advantages to all the children of school age, but in the case above named this is not true. District A. with the funds given by the State, say $500, is able to provide a school term of eight months or longer for the forty pupils who actually attend the school during the school year. On the other hand, district B. with the same amount of money, $500, cannot provide for its eighty pupils a term exceeding four or five months. It is useless to contend that some of the children enumerated who have never attended school may hereafter attend. The fact that their names have never appeared on the rolls of the school is strong evidence, the laws and conditions remaining unchanged, that they will never attend school.

It is likewise illogical to argue that the State, from the standpoint of law and equity, must apportion to each child of the legal school age a fixed sum of money regardless of the fact whether or not the child ever attends school. If this were true, then the State is indebted every year to each child of the scholastic age the full amount of the per capita apportionment, and in case a child cannot, or does not, attend school, the State should pay in cash to such child, or its legal guardian all the money apportioned to it. But to do this last act would involve an absurdity as well as a violation of the plain provision of the statutes of Montana, which requires that the available school funds shall be used only for the payment of teachers' salaries

and certain other school expenses. The conclusion, therefore, is irresistible that the State does not apportion its public school funds to the children of the scholastic age individually, but collectively, that is to say, in groups legally formed into school districts or communities.

Furthermore, as a matter of simple justice, the State should apportion its public school funds among these different groups, districts or communities, in proportion to the true "scholastic population," which is the school going populaton. A child that does not attend the public school, even though of legal age, should not be considered a scholastic in the apportionment of the State public school funds.

To illustrate, there are many legally qualified voters in every voting precinct of the State who will not go to the polls on election day. These men are possible factors in a pending contest, but they cannot be considered as positive quantities until they are induced to come forward and cast their ballots for the men or measures of their choice. If these men never vote they are not counted in the aggregate strength of any party, even though they may openly profess fealty to this or that political organization. It is, therefore, not the number of professed adherents of a party which gives such party the legal right to leadership, but the number who will register their votes in advocacy of the men and policies put forward by the party.

In like manner, every child of school age is entitled under the law to attend the public school of the district in which he lives. If one child does not attend, why should its neighbor who does attend receive a double apportionment of the State funds because of the non-attendance of the first named child? As a matter of fact, the present method of ascertaining the scholastic population of Montana, in addition to being the most expensive, is likewise the most unjust, for the reason that it offers a premium of a long school term to such sections of the state as can obtain a maximum census enrollment with a minimum of actual school attendance.

In sections where from seventy-five per cent to ninety per cent of the children enumerated attended school, a term of four or five months has been secured, and where local taxes were added the term might be lengthened to six or eight months. But in sections where only fifteen per cent, or forty per cent of the enumerated list have attended school, each child who did at-

tend, was practically given from ten to twenty-five dollars in the form of a school term of eight or ten months in length. Furthermore, in these latter schools no local taxes are levied, and no money need be raised by private subscription for building and incidental expenses. The law provides that wherever the school term is eight or more months in length, any excess of money beyond the amount necessary to sustain the term can be used by the trustees for buying or renting school houses, the purchase of school furniture, incidental expenses and the like. In certain counties where it is well known in advance that the census enumeration is several times larger than the actual school attendance will be, all contracts with teachers are drawn for a term not less than eight months. The surplus which remains is then used for various and sundry purposes not originally contemplated by the law.

Again, if the State available school fund should be apportioned among the counties of the State on the basis of actual enrollment and attendance, in order that a good income might be secured for the following year, it would assist wonderfully in effecting what the compulsory laws of Montana strive to do, namely, secure the attendance of the largest possible number of children in the schools.

Under the present law, the greatest effort in many counties is put forth in trying to get every available name on the census rolls. Unfortunately the same zeal is not shown in trying to get the enumerated child on the school rolls. The census enrollment is compulsory, but the school attendance is purely voluntary. At the same time it is an undeniable truth that in the sections where the non-school-going scholastics are alleged to reside, the poorest buildings, the lowest grades of teachers, and the least amount of public school spirit are found to exist.

Therefore, in view of all the conditions above enumerated I am convinced that the present school census law should be changed, and instead of the census enumeration as at present obtained by the clerk of the board of trustees, the teachers in the several school districts in each county should, under oath, at the close of the annual session be required to furnish to the county superintendents of their respective counties an accurate list of all the children of school age attending their schools. This sworn statement of the teachers should be further certified to by a majority of the school trustees of the district, and then

forwarded to the county superintendent, who should make his returns to the Department of Education, at Helena.

This method would be just to each district, and at the same time it would result in a saving to the school funds of $6,469.30 a year of the amounts now required to pay clerks for taking the school census. The public money would be distributed in proportion to the needs of the several school districts, as shown by the schools actually organized and taught. Last, but not least, a strong incentive would be put before each school district, collectively, to increase by legitimate methods its school enrollment, and thus add to the influence and efficiency of the public school work.

SCHOOL DISTRICT LIBRARIES.

The last Biennial Report of the Superintendent of Public Instruction shows that there was August 31st, 1900, 32,987 volumes in the School District libraries of the State; that the total value of all School District Libraries was $23,941.47. There had been an increase of 8,020 volumes during the year 1899.

The reports of the County Superintendents for the year ending August 31, 1901, show that there was at that date a total of 38,194 volumes owned by all the school districts in the State, which were valued at $45,257, while the reports for the year ending August 31st, 1902, show that there were 48,520 volumes in all the school district libraries, which were valued at $40,402. It will be observed that while there were 9,326 more volumes in the school libraries at the end of the year 1902 than were in the same libraries at the close of the preceding year, the total value of such libraries for the year 1902 was $5,855 less than for the year 1901.

We think from our knowledge of our school libraries, that there has been considerable carelessness in reporting the value of school libraries, and we suggest that in the future some care be exercised on the part of the School Trustees and County Superintendents.

Section 2001 of the School Law provides for a Library Fund of not less than five or more than ten per cent of the county school fund annually apportioned to the districts, providing that the said ten per cent does not exceed fifty dollars, fifty dollars only shall be appropriated for the purchase of books.

The opinion of the attorney general, which follows, states that not less than five per cent of the amount apportioned shall be

used for library purposes, and that this amount must be used, even though the trustees fail to take any action relative to libraries, and that the law requires that no warrant shall be drawn by the Board of Trustees against the Library Fund unless such order is accompanied by an itemized bill, showing books, and price of each, in payment of which order is drawn; we find that in very many cases the entire amount of money apportioned has been paid out in teachers' wages and other expenses other than for library books. We wish to call special attention of all boards of trustees, especially to this section of the law, and suggest that in each and every district the trustees comply strictly with the law. We do not see why county treasurers charged with keeping proper accounts of all school moneys, have failed to keep a separate account of the library fund, and have pursued the course of paying out any and all moneys belonging to the school districts, which have come into their hands, even though no warrant has been drawn against the library fund.

In view of the fact that the library fund must of necessity be much smaller in the future than it has been in the past, before the change in our tax levy, we urgently request that in each and every district in the State the full amount authorized by law be used for library purposes only.

During the year 1901 $747,049.96 was apportioned to the various school districts of the State; during the year 1902 only $493,235.69 was apportioned. As the amount apportioned to the various school districts forms a basis for the maintainance of our school libraries, and as we have already suggested this amount is much less for the year 1902 than for the year 1901, it will be apparent to all that the only way in which we can keep our libraries up to the standard will be to use all of the money provided by law for such purposes.

CONSOLIDATION OF SCHOOLS.

Realizing that the problem of the small school is a hard one, and that each year it becomes increasingly more difficult, I ask that you carefully consider the question of consolidation of schools and free transportation of pupils.

Nowhere is the quality of usefulness more necessary, more potent and far-reaching than in the schools of Montana, and yet nowhere are there such extremes of capacity.

This difference is well illustrated by the work of two schools in this State only a few miles apart. In the city is a trained, ex-

perienced, capable teacher who receives $75 per month for teaching a primary grade. Over her is an expert principal who receives $150 per month. This principal gives much of his time to the work of supervision. The grade teacher and principal have the counsel and advice of a thorough city superintendent who receives $300 per month.

Two and a half or three miles beyond the corporate limits is another school, taught by a young, untrained, inexperienced girl who receives for her salary $50 per month. The work represented by this untrained, immature girl is existent in many of the rural districts of this State, and where hundreds of children of the people are being trained. The large amount of helpless, aimless amateur work under the guise of teaching is but little apprehended. People who have not acquainted themselves with the fundamental points, who are not in touch with modern ideas, do not appreciate, nor can they understand the barrenness and ill-fruitage of much of the teaching in the schools of the State. Therefore the question confronts the people, and the question necessarily is: What shall be done?

Our normal school cannot meet the exigency. If they were to turn out three times the number of graduates each year, it would not be sufficient to meet this unfortunate condition. Then again, our normal school graduates are everywhere in demand, and they easily find positions in the graded schools of our towns and cities where training is demanded, and where school boards have means with which to pay skilled teachers.

It is high time that something should be done to enable our youth to learn trades and form industrious habits and a taste for work. It is not enough to instruct a boy in the branches of learning usually taught in our common schools and leave him there; it takes more than a mere knowledge of books to make a useful member of society and a good citizen. Let the child be trained to the end that he may be protected from the cupidity of the manufacturer and the pressure of home poverty. It is from the ranks of the common people that we obtain the best citizenship, hence the importance of making their environment equal to the best.

The rural schools should and must receive far greater attention in the future than in the past, since it should be recognized that the foundation must be better laid if higher education is to accomplish its best and noblest aims. The rural school is the

pedestal to the statue, the root to the tree, the foundation to the building.

We have inherited from the Old World and the old times the idea that the farmer is "The man with the hoe." This may be true of some particular sections of Europe, but it is not and should never be true of the American farmer. Our custom, however, has allowed farming to be regarded as irksome toil. Our eyes have not been taught to see fully the beauties of the field, garden and forest; our ears not attuned to the melodies of animated nature, our lives not trained to appreciate nature in its fullness. We have not fully learned the advantages of the farm home as a place to live as a family, and we have been only too eager to over-estimate the real advantages of city life, and to put a false value on the glittering mirage of the possibilities of the city. We should have rural schools conducted more with reference to the vocational needs of the children who are to work out their mission in agricultural pursuits; schools in which should be taught the elements of the sciences, upon which successful results in agriculture will depend; schools in which farm life should be made more attractive for boys and girls.

With the aid given by the course of study, the grading of the schools, the introduction of new methods of teaching, close and more skilled supervision all along the line, the logical growth of high schools as a direct result, and the growing knowledge of the necessity for such schools in districts and villages, there is no reason why the country boy should not have as good facilities for local education as that of his brother or sister in the cities of the State.

The great evil of the rural school at present lies in its non-social character. It is wholly unable to furnish each of its pupils that educational influence that comes from association with many of the same age and same degree of advancement; it cannot have, in many classes, enough of honest and healthful competition to establish a standard to which many a bright boy would raise himself, and hence fails to bring from him that supreme effort which develops and ennobles, and which can come only from a vigorous contest with his fellows.

The humdrum and monotony from a recitation in a one-pupil class is discouraging to both pupil and teacher. Not only is the mental work of the pupil thus retarded, but lack of enough pupils to organize a game on the school grounds prevents adequate ex-

ercise and tends to make morbid, selfish and pessimistic all who live in its atmosphere. The deadly quiet and inactivity of the small school kills the spirit. No school can claim good conditions for work if it contains less than twenty-five pupils; yet three-fourths of the rural districts of Montana are in operation with an attendance from three to fifteen pupils.

As I have already stated the problem of the small school is a hard one; it is pressing more and more upon our attention and now requires a solution.

In these schools we must lessen the cost and enlarge the classes. The question now arises: How shall we proceed to accomplish this much needed reform. Upon one proposition we must all agree, namely, that our pupils must be collected in larger groups. We know that, in some instances, this means abandonment of school houses; in other instances, it overcomes the necessity for the erection of new ones. Consolidation of schools, in some instances, means longer distances to school and free transportation of pupils. It means the abandonment of "the home school." It does not matter how much we deplore the condition which makes consolidation necessary, the fact remains that it is the only rational solution of the question that has been offered.

It is difficult to give tangible evidence of the value of education without monotonous statistics, and yet I hope that my efforts in this direction will not be in vain. I do not believe that the taxpayer is getting the full worth of his money expended for educational purposes. Our schools are not perfect, and may never be, but my duty as state superintendent and yours as directors and persons interested in education is not fully discharged until we get the best results obtainable from the money expended.

The defects in our puplic school system are not numerous. To my mind the district school is the great problem in our general system of education. With that solved, the rest will be easy. Every year it is getting more and more difficult to get a strong, intelligent teacher in the rural districts. It is useless to expect good results from teachers at $50 per month, schools in isolated districts, where the annual institute and the visit of the county superintendent are the teacher's only inspiration. It is always a step in the right direction to raise wages to secure better talent in the country schools, but good teachers are and

will continue to resign the country schools and accept positions at even less salaries in order to get a graded school in the cities and the companionship of fellow teachers.

Before entering upon the details of consolidation and transportation, it might be well to say that the thing most to be avoided is the destruction of rural life and rural view. The very strong movement which is toward centralizing rural schools in the cities is to be deplored, and should be avoided if possible. The preservation of the conservation of the farm; the simplicity of its manner and dress; the ruggedness of its life; the peace, quiet contentment of its homes; its formation of good habits; its absence of vice; its opportunities for physical development and its making of men and women of clear consciences, are items that argue eloquently for rural life, and make its preservation of vital necessity to the welfare of our nation.

It must not therefore be required that the problem be solved by consolidating about the cities, but that the consolidation which is distinctly rural is expedient, economical and wise. There is no good reason why the rural school districts under consolidation, with a school centrally located, should not have as good facilities for secondary education as the most favored cities of the State.

The leading arguments in favor of consolidation are:

First. It permits a better grading and classification of pupils. Consolidation allows pupils to be placed where they can work to better advantage; the various subjects of study to be wisely selected and corrected and the more time given to recitations.

Second. It affords an opportunity for thorough work in special branches, such as drawing, music and elementary science study. It allows also an inducement in other lines.

Third. It opens the doors to more weeks of school, and to schools of higher grade.

Fourth. It insures the employment and retention of better teachers. Teachers in small ungraded schools are usually of limited education, training and experience.

Fifth. It makes the work of the capable, earnest county superintendent more effectual. Her plans and efforts can all be concentrated into something tangible and speedily executed.

Sixth. It adds the stimulating influences of large classes, with the resulting enthusiasm and a generous rivalry. The discipline and training are invaluable.

Seventh. It affords the broader companionship that comes from association.

Eighth. It results in a better attendance of pupils, and a more wholesome educational atmosphere throughout the community, as it proved by experiments in the states where the plan has been thoroughly tried.

Ninth. It leads to better school buildings, better equipments, a larger and better number of books, charts and apparatus. All these naturally follow a concentration of people, wealth, effort and aid in making good schools.

Tenth. Improved sanitary conditions, better ventilation and better heated buildings, children less exposed to stormy weather, wet feet and damp clothing avoided.

Eleventh. The poor man's children as well as the rich man's children are afforded means of reaching the high school. The little "tots" as well as the big boys and girls are brought within the cherished influences of the high priced teacher of the high school, and the whole community is drawn together.

Twelfth. Economy is time and money. In every instance where schools are managed under the provision of this act, there is a great saving of time, and more work is accomplished. In many places the experiment has been tried with success.

From the province of Victoria, in Australia, comes a report that 358 schools were closed by this plan, and that after deducting the cost of conveyances, the savings amounted to $50,000 per annum. The minister of education says that the system is a marked success, and if there is one feature of its workings that stands out more prominently than another it is the remarkable regularity of attendance of the children conveyed. That one fact alone, in my judgment, would justify its introduction in this State.

In several New England states which have tried the experiment, the value of land in remote districts has risen instead of depreciating, as was predicted by those opposed to the closing of the schools near their home farms. Massachusetts, in 1891, expended $20,000 for conveying children. That State now expends $120,000. This is an evidence of the rapid growth of the idea in that State.

The argument that roads are often impassable during the winter and early spring, is a strong one for consolidation rather than

against it. The question simply reduces itself to the fact, shall it be horses or children that shall wade through?

In the matter of transportation, the wagons should be covered and provided with curtains, lap-robes, etc., for severe weather. The school board should exercise as much care in the selection of the driver as they do teachers. The contract for such route should be given to the lowest responsible bidder. He should be under bonds to perform his obligations. The driver should be required to have the children on the school grounds promptly at the opening of the school, which does away with the question of tardiness and irregularity of attendance. Conveyances should call at every farm house where there are children, the children thus stepping into the wagons at the roadside, and are set down upon the school grounds.

In order to reduce, perhaps, the number of wagons, the children may be required to walk to the nearest main road traveled. There is no tramping through the snow and mud, as is now the case during the winter and early spring. With the children under the control of a responsible driver, there is no opportunity for the terrorizing of the little ones by some bully as they trudge homeward through the snow and mud from the district schools. The expenditure of these better appointments will be wise economy, for the cost per pupil is scarcely much less in the small and widely separated schools. Such a plan quickens public interest in the schools. Pride in the quality of work to be done secures a greater sympathy and a better fellowship throughout the district. Consolidation of rural district schools will be the morning dawn of better roads, rural delivery and the common use of telephones in the homes on the farm.

Consolidation is inevitable. The intelligence of the times advocates and rural conditions demand it. People dislike to surrender community institutions. The school is a part of the community's life; its focal point, in many respects, and naturally cherished. It is a vestige of former days. Its disappearance marks a new condition; its obliteration is hard to permit, and harder still is it for mothers to trust their children three or four miles away for a day, but from an economic, physical and intellectual standpoint, it is better to have the children transported four or five miles to a first class school house than stifle them at one's door in a poor school.

Probably nothing so marks the opening years of the century

and fills them with greater hopes for the future as the great movement for unification.

The youth of Montana are to be citizens, not of a town, county, state or nation, but of the world; consequently they should be, whether of the farm or of the city, large of thought, generous in impulse, universal in sympathy, ready to respond to the world's cries, and quick to meet humanity's needs. To secure this fruition, all the legislative and moral influences should cooperate and insist that the best system be inaugurated, the best officials elected, and the best teachers employed and the best schools maintained.

Believing that a consolidation of the schools in the rural districts would be for the best interests of those residing in all sparsely populated portions of the State, I earnestly recommend that such legislation may be enacted as will permit the practical operation of the consolidation of our rural schools by the transportation of pupils.

Respectfully,

W. W. WELCH,

Superintendent of Public Instruction.

Decisions of Attorney General.

Helena, Mont., January 26, 1901.

W. W. WELCH, Esq., City.

Dear Sir:—Your favor at hand, with enclosures of the School Trustees of District No. 2, Silver Bow County, together with Mr. Paxon's and Miss Mary Mullins' letters.

Miss Mullins seems to have an idea that she is called upon to give a legal opinion on these matters. The only thing I can say to you in regard to the matter is this: The Supreme Court of this State, in a decision something over a year ago, held, as indicated in one of these communications: It was in construing a statute that was defectively engrossed by the legislature, wherein the word "and" appears instead of the word "or," which changes the meaning altogether of the statute. As I remember the decision, the Supreme Court did not feel called upon to substitute the word "or" for "and" and put a construction upon it after the substitution. That is the law of the State as long as it stands.

However, all these matters where controversies arise between school teachers and boards of trustees are not matters to be referred to you or to me for our opinions, but they should be referred to the legal adviser of the school district, which is the county attorney of the respective counties of the State. I would suggest that you return these papers to Miss Mullins, and ask her to refer the matter to the attorney of Silver Bow county for his opinion. I do not care to express an opinion as to whether or not the trustees can reduce the salary of a teacher after he has been employed. I would like to express my opinion on this matter, but writing you in an official way, I will refrain from so doing.

Please refer all these matters back to the County Superintendent with instructions to consult the county attorney of Silver Bow county, who is the legal adviser of the county superintendent and the School Trustees.

Yours very truly,

JAMES DONOVAN,
Attorney General.

Helena, Mont., March 29, 1901.

HON. W. W. WELCH,
State Sup't. Public Instruction,
Helena, Montana.

Dear Sir:—I have your favor of the 28th and contents noted, in which you ask me to give you an opinion on the "legality of trustees letting school houses for the purpose of having dances."

I have already answered this question several times, but as you want a formal opinion from me, I herewith comply with your request.

I have examined the law, and I cannot find any prohibition against using school houses of this State for dances, if the people of the district so desire to use them. The school houses are the property of the district in which they are situated, and the trustees are the guardians of the district's interest, and they have control of the school houses and school property of the district, and if the trustees desire to permit dancing, or any other innocent amusement in the school house in the remoter sections of this State, I cannot see that any one is harmed thereby. Whether the school house can be used for dancing or not, in most cases resolves itself into the question, whether dancing is proper or not. It seems clear to me that no one could object to using a school house for church services, lyceums or social gatherings of any kind, when these are conducted in a decent and respectable manner. It occurs to me that very few people would object to holding prayer meetings in school houses, or church services, and if you are to use them for any purpose other than for actual school purposes, they should be used for all purposes that are of a decent and respectable character. It is much better for the State, and the districts in the remoter sections of the State, to use the school houses for social gatherings, such as debating societies, singing schools, and dancing, than to have the boys spending their time loafing around saloons and other places, where they would likely be found if there were not other attractions to keep them away from such places. I cannot see any reason why the people of a community who desire to use a school house for any of the above mentioned purposes, should be prevented from doing so.

This, however, is a question to be settled by each district for itself, and if the purposes for which the school houses are being used, are in any way detrimental to the welfare of the communi-

ty in which the school houses are situated, then those who have a grievance against such uses, have a proper recourse in the courts.

Yours truly,

JAMES DONOVAN,
Attorney General.

Helena, Mont., May 18, 1901.

HON. W. W. WELCH,
Sup't. Public Instruction,
Helena, Montana.

Dear Sir:—Replying to your favor of the 16th inst., enclosing certain papers from which it appears that an annual school election of School District No. 14 of Jefferson county was held at the school house of said district April 6th, 1901, and certificates of election were issued and signed by L. E. Larson as clerk of said school district meeting, and it further appearing that no notice of said election was posted by the clerk of said district as required by the provisions of Senate Bill No. 62, passed by the Sixth Legislative Assembly, would say, that the certificates of election are prima facie evidence of the right of the parties named therein to hold the office of trustee of said district, of which they can only be divested through a regularly instituted contest.

You ask if it is necessary that notice be posted in order to hold a legal action? It seems very clear that the neglect or refusal of the clerk of the board to post the notices required by law would not divest the electors of the district of the right to elect their Board of Trustees, it being a ministerial act on the part of the clerk—the statute is therefore directory and not mandatory.

"The general rule is clear, then, that unless statutory provisions as to voting are expressly declared to be mandatory, or by clear reference were necessarily intended to be so, the courts should regard them as directory only."

Dickerman v. Gelsthorpe, 19 Mont. 258.

Judge Cooley in his work on Constitutional Limitations, page 603, says:

"Where, however, both the time and the place of an election are prescribed by law, every voter has a right to take notice of the law and to deposit his ballot at the time and place appointed, notwithstanding the officer, whose duty it is to give notice of the

election, has failed in that duty. The notice to be thus given is only additional to that which the statute itself gives, and is prescribed for the purpose of greater publicity; but the right to hold the election comes from the statute, and not from the official notice."

The Supreme Court of Michigan, in Adsit v. Secretary of State, 84 Mich, 425, says:

"The notice in such case required by the statute is deemed directory and not mandatory. The right and duty to hold the election is derived from the law, and not from the notice. The statute makes the time and occasion of the election imperative. Where such direction is given, it cannot be made nugatory by any failure to give notice. Every one is bound to take notice of what the statute requires."

Citing, Mechem on Public Offices and Officers, Section 174, and numerous cases.

Section 1770 Political Code of Montana (as amended Session Laws of 1897,) reads in part as follows:

"Section 1770. An annual election for the election of school trustee or trustees shall be held in each school district in the State on the first Saturday in April in each year, at the **District school house, if there be one,** and if there be none, at a place designated by the board of trustees or the board of county commissioners as the case may be."

Therefore, if the electors of district No. 14, held an election at the school house in their district on the day and at the time and in the manner provided by law, such election would be valid, notwithstanding the lack of notice complained of.

Very respectfully yours,

JAMES DONOVAN,

Attorney General.

Helena, Mont., October 15, 1901.

HON. W. W. WELCH,

State Sup't Public Instruction.

Dear Sir:—I have the honor to acknowledge receipt of your communication of the 15th inst., submitting a letter from E. B. Scott, chairman board of school district No. 3, Jefferson county.

You ask the opinion of this office relative to the liability of a school teacher to do janitor work of a school house when it is not included in the contract of employment, and in reply would

say, that the duties of sweeping out the school house, building fires and scrubbing the floor thereof are not implied in the general contract of employment for teaching school, and unless it is stipulated in the contract, the teachers cannot be compelled to do the janitor work, save and except in school districts wherein it had been the custom for the teacher to perform such services and the existence of which custom the teacher had knowledge at the time she entered into her contract with the school board.

Respectfully yours,

JAMES DONOVAN,
Attorney General.

Helena, Mont., November 18, 1901.

HON. W. W. WELCH,
State Sup't. Public Schools,
City.

Dear Sir:—Replying to your request for an opinion as to the right of county assessors to charge a school district for making a list of taxable property in their districts, would say, that Section 1940 Political Code, as amended by Sec. 1940 b. p. 135, Session Laws of 1897, provides that the board of trustees shall allow the assessor for preparing such copy of the assessment roll the sum of $2 per day. Under the statute it is very clear that the board must pay the assessor that amount.

As to the constitutionality of the statute, it is unnecessary for me to express an opinion. As an executive officer it is my duty to uphold the constitutionality of the laws passed by the Legislature, leaving the question of their constitutionality to be determined by the judiciary.

Correspondence is returned herewith.

Yours truly,

JAMES DONOVAN,
Attorney General.

Helena, Mont., December 3, 1901.

HON. W. W. WELCH,
Sup't. Public Instruction,
Helena, Montana.

Dear Sir:—I beg to acknowledge receipt of your communica-

tion of the 30th inst., enclosing letter from G. W. Parkins, trustee school district No. 19, Rosebud county.

You wish to know if the settlers in a portion of the school district in Rosebud county may legally locate a school on the Indian reservation, after having contracted for improvements on the reservation. In reply would say, that the law is well settled by a long line of decisions that upon the admission of a state into the Union, the Indian reservations therein become a part of the State, and subject to its jurisdiction, except so far as concerns the government and protection of the Indians themselves, in which respect the jurisdiction of the United States is exclusive. See 16 Am. & Eng. Enc. of Laws, 222.

I am, therefore, of the opinion that the settlers of district No. 19 may locate their school with the consent of the proper authorities, upon the Indian reservation for the purpose of educating white children residing either within or without the limits of such reservation.

Letter of Mr. Parkins is herewith returned.

Respectfully yours,
JAMES DONOVAN,
Attorney General.

Helena, Mont., December 14, 1901.

HON. W. W. WELCH,
Sup't. Public Instruction,
Helena, Montana.

Dear Sir:—We are in receipt of your letter of the 11th inst. in which you ask the opinion of this office upon the following question: "To what extent may county superintendents act in enforcing the law pertaining to school libraries?"

The law with reference to school libraries is found in Sections 2000 to 2005, inclusive, Political Code. By Section 2000 it is provided that "a library fund is hereby created," and by Section 2001, it is provided that "except in cities having a population of two thousand or more, the library fund shall consist of not less than five, nor more than ten per cent of the county school funds annually apportioned to the district," etc; while section 2002 prescribes what the fund shall consist of in cities having a population of two thousand or more.

It is our opinion that the sections above quoted constitute an appropriation of a minimum of five per cent of the county school

fund apportionment, except in cities of two thousand or more, and an appropriation of $50, for every five hundred children, or fraction thereof, of three hundred or more, between the ages of six and twenty-one, in cities having a population of two thousand or more. The trustees of the various school districts may, in their discretion, allow not to exceed ten per cent of the county school funds apportionment, except in cities of two thousand or more, but unless they exercise such discretion by resolution or otherwise, the minimum of five per cent must be reserved by the county treasurer and placed in the library fund. The same rule applies in the case of cities of two thousand or more, and unless the trustees of such district, by resolution or otherwise, prescribe a different amount, fifty dollars for every five hundred children, or fraction thereof, must be set aside by the county treasurer and placed in the library fund.

Under section 2000 no warrant shall be drawn by the board of trustees against the library fund of any district, unless such order is accompanied by an itemized bill, showing the books and the price of each in payment of which the order is drawn.

Under sections 2003 and 2004, the libraries are under the control of the board of trustees, who are held accountable for the proper care and preservation of the same.

You inquire to what extent county superintendents may act in this matter. Section 2004 requires that the trustees shall report annually to the county superintendent all library statistics which may be required by the blanks furnished for the purpose by the Superintendent of Public Instruction. Further than this, there seems to be no mention of the county superintendent in connection with school libraries. However, under section 1733, Political Code, the county superintendent is required to "carry into effect all instructions of the state superintendent given within his authority," and under section 1703, Political Code, the state superintendent is authorized to "prescribe rules and instructions for the proper care and use of school libraries and such other information relative thereto as he shall think needful."

We would take it, therefore, that the state superintendent would prescribe rules and instructions for the proper care and use of school libraries through the county superintendent, whose duty it would be to carry them into effect.

Your question is so broad that we cannot answer specifically

just what steps the county superintendent may or should take in enforcing the law pertaining to school libraries, without knowing in what particular the law is resisted or ignored, but we trust that the above will satisfactorily answer your inquiry.

Yours truly,

JAMES DONOVAN,

Attorney General.

Helena, Mont., January 4, 1902.

HON. W. W. WELCH,

Sup't. Public Instruction,

City.

Dear Sir:—I have your favor of December 11th, in which you ask whether the trustees of the district in which pupils reside must transfer the money due by apportionment to such pupils as attend school in another district to the district in which such pupils attend school, upon the written request of the trustees of the district in which such pupils attend, and also you desire to know if such money must be transferred, by what method it shall be divided between the two districts, in case the pupil has attended a part of the time in each district.

Subdivision 15 of Sec. 1797, as amended by the last legislature, (Laws of 1901, p. 122) covers this proposition and reads as follows:

"Whenever a pupil residing in any school district of the State desires to attend school in any other district, he shall be permitted to do so upon obtaining permission of the trustees of the district in which he wishes to attend. The money due by apportionment to such pupil shall, upon written request of the school trustees, be transferred to the district in which said pupil attends school. Provided, that nothing herein contained shall be construed as affecting the right of the board of school trustees to charge tuition for non-resident pupils, as provided in Subdivison 2 of this Section. Provided, further, that no money due by apportionment to such pupils as pay tuition shall be transferred."

While the wording of this amendment is rather ambiguous, it seems reasonably clear that the Legislature intended that the trustees of the foreign district should make a written request upon the trustees of the home district of the pupil, and upon such request being made, "the money due by apportionment to

such pupil shall * * * be transferred to the district in which said pupil attends school." The transfer, of course, must be made by the trustees of the home district, as no one else has authority to pay out or transfer any moneys belonging to a school district, except the trustees thereof. The wording of the law is such as to leave no alternative to the trustees, but makes it their imperative duty to transfer the money upon such request being made by the trustees of the foreign district, except that they have the right and power to pass upon the claim, the same as they would upon any other claim against their district, presented to them for allowance and payment out of the school moneys of their district.

As to the question of a division of such money, in case the pupil has attended a portion of the school year in each of the two districts, it is proper for the trustees to take this fact into consideration in the division of the money, due by apportionment to such pupil, between the two districts. While the statute is silent upon this point, it seems to us that this money should be equitably divided between the districts in proportion to the number of months of the school year the pupil attends in each district, for by no other rule can justice be done to each district. Yours truly,

JAMES DONOVAN,
Attorney General.

Helena, Mont., February 18, 1902.

HON. W. W. WELCH,
Sup't. Public Instruction,
City.

Dear Sir:—We are in receipt of your letter of the 15th enclosing letter dated the 14th from Miss M. C. Ryan, superintendent of schools in Granite county. We note that she states in her letter that she has set for hearing a petition from Granite School District No. 2 to have Rumsey District No. 3 annexed to it, and that the hearing will be had upon the 21st inst. She desires to know what steps she shall take by reason of the absence of a petition from Rumsey District No. 3, as required by Section 1752, Political Code.

According to the facts stated in her letter, a petition from Rumsey District No. 3 is an absolute impossibility, for the reason that there is not a single person living in the district, and

has not been for over three years. Under these circumstances, it is our opinion that a petition is not necessary from such district, because the law does not require impossibilities. We would, therefore, advise Miss Ryan to take action upon the petition presented to her in the same manner as if petitions had been presented from each of the districts. It might be well, however, for her to have some person who knows the facts make affidavit to them, stating that there are no persons living in Rumsey District No. 3 who could sign a petition, and furthermore, that there has been no school in that district for more than six years, as she states in her letter.

Yours truly,

JAMES DONOVAN,
Attorney General.

Helena, Mont., February 19, 1902.

HON. W. W. WELCH,
State Sup't. Public Instruction,
City.

Dear Sir:—Your favor of the 15th inst. duly received. We have made some investigation of the contracts between the State and various publishing companies for the supplying of text books, and find the following state of facts:

In June, 1897, ten contracts were entered into by the Board of Text Book Commissioners of the State of Montana, with as many different firms for the furnishing of certain text books for a period of six years from the first day of September, 1897; that, for the faithful performance of these contracts, bonds were given by each of said firms in amounts ranging from $100 to $6000, and that each of said contracts contained, among others, the following clause:

"Said second party further agrees to keep a supply of said books at at least one place in each county in the State of Montana, to be sold at retail prices above specified during the term of this contract."

You will readily understand that before a suit can be instituted against these companies, or any of them, or against their bondsmen, we must know the facts which constitute the violation of the contract, and in order to establish the amount of damage, it is necessary that this office should be advised of the following facts:

1st. The names of the dealers in each county who have handled the books, or any of them, either as agents for the various companies or on their own account.

2nd. The approximate number of books of each kind sold in each county by each dealer since June, 1897.

3rd. The amount of excess over contract prices charged for each book by such dealers.

These facts should be ascertained and reported separately with reference to each of the ten contracts, provided each contract has been violated.

You will find by reference to the original contracts with the various publishing houses just what the books are, and the contract retail prices to be charged under said contracts. You should take this matter up with the various county superintendents, or such other channel as may be proper, and obtain the necessary information. Upon receipt of this information we will take such further steps as may be necessary.

Yours truly,

JAMES DONOVAN,
Attorney General.

Helena, Mont., April 3, 1902.

HON. W. W. WELCH,
State Sup't. Public Instruction,
Helena, Montana.

Dear Sir:—I have your favor of the 2nd inst. relating to the right of teachers who are graduates of some "reputable university, college or normal school" to teach without first having obtained a certificate of any grade, in which you ask if they have such right under Section 1911 of the Political Code, as amended by Senate Bill 81, Fifth Session Laws, p. 147, and in reply thereto would say, that Section 1840 of the Political Code has not been amended nor repealed. It provides that "no person shall be accounted as a qualified teacher within the meaning of the school law who has not first appeared before the county superintendent of the county in which he proposes to teach and receive a certificate setting forth his qualifications; or who has not received a temporary certificate from the county superintendent, or a State certificate or life diploma from the State Board of Education, or a certificate from some other county en-

dorsed by the county superintendent." This section conclusively answers your inquiry.

Section 1911, which you mention, simply requires that teachers in high schools, or the principal teacher of a school of more than two departments, must be either the holder of a professional county certificate or the holder of a life diploma, issued by the State Board of Education of Montana, or, (in addition to the requirements of Section 1840, supra), be a graduate of some reputable university, college or normal school, that is to say, if a person is a graduate of some reputable university, college or normal school he may be employed as a teacher in a high school upon obtaining a county certificate of a lower grade than professional. But, in no case is a person qualified to teach school in Montana without either a county or State certificate.

The requirements for the issue of county certificates are contained in Section 1911 to which you refer, and those of State and life certificates are found in Sections 1517 and 1518, Political Code. Under the two latter sections you will note that it is necessary that applicants shall have taught in the schools of Montana for at least twenty-one months before they will be entitled to either a State or life certificate.

Yours truly,

JAMES DONOVAN,

Attorney General.

Helena, Mont., April 14, 1902.

HON. W. W. WELCH,

State Superintendent of Public Instruction.

City.

Dear Sir:—We are in receipt of your letter of the 10th inst. enclosing letter from Mrs. E. L. Kitchens, stating that the election in school district No. 13, Carbon county, held April 5th, resulted in a tie vote, and desiring to know what should be done in such case.

Section 1170, Political Code, provides that the person receiving at any election the highest number of votes for any office to be filled at such election is elected thereto, so, of course, in case of a tie vote, neither of the persons tied is elected.

Section 1171, Political Code, provides that in case of a tie vote for any county officer, except county commissioners, and for any township officer, the board of county commissioners must ap-

point some eligible person, as in case of other vacancies in such offices. This section, however, would not cover the case of school trustee, and is only quoted to show that an election at which there is a tie vote leaves a vacancy in the office to be filled.

Section 1980, Political Code, provides that, "when any vacancy occurs in the office of trustee of any school district by death, resignation, failure to elect at the proper time, removal from the district, or other cause, the fact of such vacancy shall be immediately certified to the County Superintendent by the clerk of the school district and the County Superintendent shall immediately appoint in writing some competent person who shall qualify and serve until the next annual election."

It is, therefore, the duty of the County Superintendent of Carbon county to appoint a trustee to fill the vacancy caused by the failure to elect, resulting from such tie.

Yours very truly,

JAMES DONOVAN,
Attorney General.

Helena, Mont., April 14, 1902.

HON. W. W. WELCH,
State Sup't. Public Instruction,
City.

Dear Sir:—We are in receipt of your favor of the 10th inst, enclosing letter from Milton J. Baker, clerk of district No. 6, Ravalli county, and asking for our opinion upon the matter contained in said letter.

We note from the letter that the trustees of school district. No 6 have $500 in the treasury to the credit of their district, as a building fund, and that they will not need it for twelve or eighteen months. They wish to loan this money until such time as they are ready to use it in building a school house, and are desirous of knowing what steps are necessary to be taken in such case.

The Board of School Trustees has only such powers as are conferred upon it by statute. (89 Cal. 215).

We are unable to find any provision of the statutes of this State by which the trustees of a school district have either the express or implied authority to loan the funds of their district, and, in the absence of such authority they certainly cannot do

so. In our opinion it was not the intention of the legislature to give school trustees the authority to loan the funds of the district under any circumstances. The loaning of funds requires the exercise of judgment and discretion as to security and terms, and whenever a public officer is authorized to make such loans, as for instance, in the case of the loaning of the permanent school funds by the State Treasurer, the law places safeguards around such loan by providing the conditions under which the loan may be made, and the character of the securities in which the funds may be invested.

It is not stated in the letter from what source the funds in question were derived, but, being for the building of the school house, we assume that it is the proceeds of a sale of bonds. If so, Section 1811, Political Code, would be applicable. That section reads as follows:

"All moneys arising from the sale of said bonds shall be paid forthwith into the treasury of the county in which said school district is located, and shall be immediately available to apply for the purpose authorized and no other purpose."

Our opinion is, therefore, that the loan of this money cannot be made by the school trustees under any circumstances, but the money must be held in the county treasury so as to be available for the purpose for which it was raised.

Yours very truly,

JAMES DONOVAN,
Attorney General.

Helena, Mont., June 20, 1902.

HON. W. W. WELCH,
Supt. Public Instruction,
Helena, Montana.

Dear Sir:—We beg to acknowledge receipt of your letter of the 16th inst, in which you ask an opinion from this office upon the following questions:

1. "Has the county superintendent of schools the right to make an order creating a new school district from a portion of an adjoining district having boundaries different from those prayed for in the petition presented for the creation or division of the district?"

2. "Is all property in a school district at the time bonds are

voted for the purpose of building a school house bound for the payment of said bonds?"

From other correspondence with you upon this subject, and from the copy of a letter received by you from the Board of Trustees of School District No. 5, of Valley county, known as the Culbertson District, which you enclose, we are advised that both of your inquiries have reference to the condition of affairs existing in the Culbertson District. From the letter from the Board of Trustees of said Culbertson District, it appears that a petition was presented to the County Superintendent of Valley County, praying for the organization of a new district within the boundaries of said Culbertson District, and that such petition was granted by the County Superintendent, and an order made establishing a new district. We are also advised that the new district thus formed has been organized; that school money has been apportioned to it by the county superintendent; and that a school has been established within its boundaries. The organization of such new district within the boundaries of the Culbertson District—whether in conformity to law, or otherwise—is therefore an accomplished fact.

Under the statutes of Montana, (Section 460 of the Political Code) it is made the duty of the Attorney General to give his opinion in writing, without fee, to any state officer, when required upon any question of law relating to the duties of such officer. In section 1750, Political Code, providing for the organization of new school districts, it is left to the county superintendent to hear the petition praying for the organization of such district after due notice of the time and place when and where the same is to be considered; and, if he deems it advisable to grant the petition, to make an order establishing such new district. From the decision of the county superintendent an appeal is given to the county commissioners, and their decision is made final. Under the statute no duty of any kind in connection with such matters devolves upon the State Superintendent of Public Instruction. We, therefore, deem it improper for this office to advise you upon the questions which you submit.

We would also be reluctant to express any opinion upon your first question inasmuch as the new district has already been organized, and an opinion from us at this time would not serve to guide any officer in the performance of his duties, but would be in the nature of a decision as to the legality of the proceedings

by which such new district has been organized. Such a decision —if one be desired—in order to accomplish its purpose, should properly come from a court having jurisdiction of the matter.

While what has been stated above would apply equally to your second inquiry as it relates to the same matter, we will, however, say, in regard to it, that this office had the same question before it a short time ago, and it was then given as our opinion that when the boundaries of a school district are changed, either by forming a new district within the territory of the original one, or by transferring a portion of the territory to another corporation, the old district shall own and hold all permanent property, such as sites, school houses and furniture situated within its boundaries, and must assume all debts incurred for the building and furnishing of school houses.

Respectfully yours,
JAMES DONOVAN,
Attorney General.

HON. W. W. WELCH,
Supt. Public Instruction,
Helena, Montana.

Dear Sir:—Your letter of the 21st inst. stating that inquiry has been made of your office as to what grade of certificate must be held by the principal of a county free high school, and in which you request from this office an opinion upon the matter mentioned, has been received.

In reply we will say, that in Section 14, of the Act of the Legislature creating county free high schools, as amended by Senate Bill No. 37 of the Seventh Legislative Assembly, (Session Laws 1901, p. 11) it is provided that the trustees of county free high schools, after suitable buildings, are secured, "shall employ some suitable person to take charge of said school, who shall be known as the principal of said school, who shall possess such qualifications as are now required to be possessed by the city superintendent of schools except that said principal shall only be required to possess five years' experience in teaching." The qualifications of a city superintendent of schools are stated in Section 1931, Political Code of Montana, as follows:

"The person appointed to such position shall be the holder of a state certificate of the highest grade, issued in some state, or is a graduate of some reputable university, college or normal

school, and shall have taught in public schools at least five years."

From the foregoing it will be observed that the only difference in the qualifications of a city superintendent of schools and a principal of a county free high school is that the former must have taught "in public schools" for a period of at least five years, whereas the latter is required to have had an experience of five years in teaching, regardless of the character of schools in which he has taught, whether public or private.

We would, therefore, answer your question by saying that in our opinion the principal of a county free high school must be the holder of a state certificate of the highest grade, issued in some state, or a graduate of some reputable university, college, or normal school, and have had an experience of at least five years in teaching.

Very respectfully yours,

JAMES DONOVAN,

Attorney General.

Helena, Mont., September 22, 1902.

HON. W. W. WELCH,

Supt. Public Instruction,

Helena, Montana.

Sir:—We beg to acknowledge receipt of your letter of the 9th inst. in which you submit to us a letter from Prof. G. A. Ketcham of Kalispell, and request an opinion as to whether he is possessed of the requisite qualifications to entitle him to hold the position of principal of the Kalispell county free high school, according to our opinion to you of recent date defining such qualifications.

From the letter of Prof. Ketcham it appears that he holds a first grade certificate, issued to him in Illinois, and a diploma from Oberlin college, with the degree of A. B. In the opinion given to you on the 25th ult. upon this subject, we advised that under the laws of Montana the principal of a county free high school must be the holder of a state certificate of the highest grade, issued in some state, or a graduate of some reputable university, college, or normal school, and have had an experience of at least five years in teaching.

The questions as to whether a particular certificate is of the highest grade issued in another state, and whether a particular university, college or normal school is a reputable one under the

statute, we think are questions of fact to be determined by the board of county high school trustees. These are questions which do not involve considerations of a legal nature, in the determination of which we could be of assistance to you.

It is also to be noted that the principal of a county free high school must have had an experience of at least five years in teaching. Mr. Ketcham's letter does not state whether or not he has this qualification, although under the statute it is an essential one, and should be satisfactorily shown to be possessed by the applicant.

Respectfully yours,
JAMES DONOVAN,
Attorney General.

Helena, Mont., October 29, 1902.

HON. W. W. WELCH,
Supt. Public Instruction,
Helena, Montana.

Sir:—I beg to acknowledge receipt of your letter of the 25th instant in which you ask my opinion as to the qualifications to be possessed by an assistant teacher in a county free high school. The only law touching upon the qualifications of teachers in county free high schools is that to be found in section 14 of the county free high school law, as amended by the session laws of 1901, page 11, in which it is provided that "the trustees shall employ some suitable person to take charge of said school who shall be known as the principal of said school, who shall possess such qualifications as are now required to be possessed by the city superintendent of schools except that said principal shall only be required to possess five years' experience in teaching; and the trustees shall furnish such assistant teachers as they may deem necessary and shall designate the salaries which shall be paid to said principal and assistant teachers."

The last clause of the above quotation is the only provision contained in the county free high school act with reference to assistant teachers, and it is to be observed that it contains no enumeration of qualifications of such an assistant teacher. While section 1911 of the Political Code, as amended by the Fifth Legislative Assembly (Session Laws 1897, p. 146) provides the qualifications of a teacher in a high school, it has reference to district high schools and I think it very doubtful whether this

provision has application to the teachers in county free high schools.

It is my opinion that it is a matter of discretion with the board of county free high school trustees to determine the qualifications of an assistant teacher in a county free high school under whatever rules or regulations they may see fit to prescribe.

Respectfully,

JAMES DONOVAN,

Attorney General.

Helena, Mont., November 8, 1902.

HON. W. W. WELCH,

Supt. Public Instruction,

Helena, Montana.

Sir:—We are in receipt of your several communications submitting to this office copies of the contracts entered into between the Board of Text Book Commissioners of the State of Montana and certain book companies, under the authority of House Bill No. 1, enacted by the Fifth Legislative Assembly of Montana, (Session Laws 1897, p. 61), together with copies of the correspondence had by your office with such book companies, and with the several county superintendents of schools of the State, with reference to the same matter. You state that a thorough examination by your office has disclosed violations of these contracts in specified particulars, which will hereafter be noted and discussed, in nearly every county in the State, and ask this office for advice as to the course to be pursued by you in effecting a settlement on behalf of the State on account of such violations.

The contracts with these companies follow quite closely the provisions of the act mentioned above, and are alike in their general terms—the only point of difference being that with reference to the description of the books to be furnished by the different companies, and the lists of prices to be paid them. Their essential features, so far as pertinent here, may be briefly stated as follows: Each of the book companies has agreed to furnish certain specified text-books for the public schools of Montana, and to all those residing therein who may purchase the same, for a period of six years from the 1st day of September, 1897, at certain net wholesale (f. o. b. Chicago), exchange and retail prices, which are specified, and have agreed to keep a supply of these

books in at least one place in each county in the State during the term of the contract, to be sold at the agreed retail prices.

It is further agreed on the part of the book companies, that the books furnished shall, in mechanical excellence, be equal to the samples in the possession of the State Superintendent of Instruction in respect to binding, printing, quality of paper, etc., and that the books furnished during the life of the contract shall be of the latest revised editions; that the prices given are as low as the wholesale prices offered or given by such companies to any other Territory or State, f. o. b. Chicago; that if during the life of the contract any reduction be made in the prices of the books agreed to be furnished, the benefit of such reduction shall accrue to the State of Montana on such books; and that before the first day of July, 1897, good and sufficient bonds—ranging in amount from $100 to $4000—should be executed by such companies and filed with the Secretary of State of Montana, conditioned for the faithful performance of the provisions of the contracts.

"It is further understood and agreed between the said parties that should the said second party (book company) fail in any respect to comply with the terms of said contract, as herein provided, after due and reasonable notice of such failure the said first party (Board of Text Book Commissioners) at its option may declare the contract herein null and void.

"It is further mutually understood and agreed by and between said parties in connection with the bond to be given by said second party to guarantee the faithful performance of the provisions and conditions of this contract, that for any alleged breach thereof, an action may be maintained on said bond by any party aggrieved on account of said conduct of said second party in the disregard of the provisions of said contract.

"It is further understood and agreed that the said second party shall receive for the books herein specified, the prices named, except as modified by said contract."

In your letter to us of May 23, 1902, you state that the book companies have violated their contracts, and that you are in possession of facts to substantiate such allegations of violations, in the following particulars, which you specify:

1. By not giving and adhering to wholesale prices in Montana as low as the wholesale prices offered or given to other states or territories, f. o. b. Chicago.

2. By selling their books to those who may have ordered them

in Montana, including dealers, at a higher wholesale price than that guaranteed in the contract.

3. By failing to keep a supply of books in at least one place in each county in the state to be sold at contract retail prices.

4. By not giving the State of Montana the benefit of any reduction in the prices of the adopted books which may have been made subsequent to the execution of the contract and during the life of the same.

Upon receipt of this letter we requested that you submit to us all the evidence that you had in support of these charges, including all correspondence had by your office with the book companies; and while, notwithstanding this request, as well as repeated requests since that time, the information we have been able to obtain is not as full and complete as could be desired, it will probably suffice for present purposes. This data will be examined with reference to the foregoing specifications in their order.

1, 4. The only evidence submitted by you bearing upon the 1st and 4th specifications is a letter from the superintendent of public instruction of the State of Tennessee, from which it appears that Stickney's readers Nos. 1 to 5, inclusive, now being furnished under contract in Montana by Messrs. Ginn & Company, of Chicago, at the following retail prices, respectively: 24c, 32c, 40c, 50c and 60c, are being retailed in Tennessee under contract at the following prices, respectively: 16c, 22c, 30c, 35c and 42c.

In a letter written to your office by Messrs. Ginn & Company, dated May 1, 1902, the contents of a letter from their Montana agent, Mr. W. W. Wylie, is quoted, in which it is stated that he was able to satisfy you that his firm was selling cheaper editions in those states in which cheaper prices obtain. Whether or not this statement is correct does not appear elsewhere in the data submitted, but, if true, it would do away with any cause for complaint of a violation of their contract in this particular.

In addition to this we notice that in a letter written you by the Prang Educational Company, of Chicago, of date May 2, 1902, they discuss this subject with reference to their books, and admit that on June 12, 1901, they entered into a contract with the State of Nebraska to furnish books in that state for 11c for which they are receiving 11 1-4c under their contract with Montana. They further state that if they had had the Montana con-

tract in mind at the time they would not have made the price of 11c to Nebraska, but, having done so, offer to refund the difference of 1-4c upon all sales made in Montana since June, 1901, stating that their accounts are so classified as to states, towns and dealers as to make it possible to readily ascertain the amount of this overcharge.

2. From a careful examination of the correspondence between your office and the county superintendents of the State, which includes copies of letters written the latter by clerks of school districts and booksellers, we fail to find any complaint whatever as to such a violation of the contracts as that pointed out in your second specification, and do not find the slightest evidence which would support such a charge of dereliction on the part of the book companies.

We do note, however, in the letter from the Prang Educational Company of May 2, 1902, above referred to, that that company frankly admits that their books, with the exception of the "Use of Models" for primary schools, have been billed to certain dealers in Montana, who are named in the letter, at a discount of but 20 per cent from list or retail prices, instead of the discount of 25 per cent provided for in their contract. They explain that this overcharge occurred through frequent changes in their billing department, but do not attempt to excuse themselves, and express their willingness to refund the excess amount collected from such dealers. They state, from a careful examination of their books, that they find that during the sixteen months since January 1, 1901, their sales to dealers who have been overcharged in this manner amount to but $75.56, so that the entire overcharge to the dealers mentioned during this period would amount to but $3.77, as we figure it.

If this be correct, and the sales during the period of a little over three years prior to that time during which the contract has been in existence should average about the same—as no doubt they would—it will be seen that but slight damage has been occasioned in this respect; and, in view of the offer of the Prang Company to make a settlement, the matter should be easily adjusted.

3. With reference to your third specification, we have carefully examined the data furnished by you, and from the letters written your office by the various county superintendents of the State we note the following instances in which all the text-books

contracted for have not been kept in at least one place in each county, as required by the several contracts with the book companies:

BEAVERHEAD COUNTY. No dealer in this county keeps a complete supply of the adopted books, the following being a list of the books not kept in stock: Whiting's Public School Music Course, Bradbury's Mental Arithmetic, Barnes' Complete History, Kellogg's Second Book of Physiology, McCleary's Civics, The Use of Models, The Prang Course of Drawing for Un-Graded Schools, Manual for Teachers, The Prang Course for Graded Schools, and Lyte's Bookkeeping.

CUSTER COUNTY. No dealer in this county keeps any of the adopted text-books. The following is from the letter written you by the county superintendent of that county, dated February 18, 1902: "When said books were adopted, so many of the districts voted for free text-books that the storekeepers decided that it would not pay them to keep books—as they were obliged to sell for the same prices as the publishing houses—consequently, the districts buy direct—or the individual sends direct."

GRANITE COUNTY. All text-books are kept except Whiting's Music Course and Prang's The Use of Models, Manual for Teachers and drawing books Nos. 4, 5 and 6. It does not appear whether these books are used there or not.

MISSOULA COUNTY. All adopted text-books are kept in stock except Kellogg's Graded Language, Lyte's Bookkeeping and Graphic copy books. It is stated in the letter to you from the county superintendent of that county, dated January 23, 1902, that these books are not kept on hand because the schools do not use them.

PARK COUNTY. All of the adopted text-books are kept in stock except Lyte's Bookkeeping, for which there is no demand.

POWELL COUNTY. All adopted text-books are kept on hand except the Graphic Slant and Vertical copy books. However, two dealers in Deer Lodge have the Common Sense Vertical copy books, they being the ones in use.

ROSEBUD COUNTY. No dealer in the county keeps any of the adopted text-books. The school board of district No. 4 orders all books from the publishing houses in the East, and disposes of some of them to the country districts. Many country districts also send direct to the publishers for books.

SWEET GRASS COUNTY. No dealer in this county carries

a complete line of text-books, but two different firms there order books at any time to supply the schools, and keep in stock part of the list of adopted books.

VALLEY COUNTY.—No firm in the county carries all of the adopted books. In a letter to you from the county superintendent of that county, dated January 18, 1902, it is said: "In each district the Clerk has one of the large printed lists, with prices, name of publisher, etc., and he sends for all the books needed. As free text-books are in use throughout the county, this plan works nicely."

With reference to the retail prices charged in the various counties, we note the following irregularities, from the data submitted: In very nearly all the counties where the retail price of a book is in odd cents, even cents are charged. That is to say, where the contract price is 24c or 32c, for instance, 25c or 35c is charged by the dealer, as pennies are in use in but few cities or towns in Montana. This deviation from contract prices does not seem to be urged as a violation of the contracts for the reason stated, and we think is properly disregarded.

In Cascade county all of the adopted text-books have been sold by the two dealers in Great Falls at an advance of from five to twenty cents over contract prices.

In Beaverhead county, the two dealers at Dillon have been selling the Stickney Readers Nos. 1 to 5, inclusive, published by Messrs. Ginn & Company, Chicago, at from six to ten cents more than contract prices; and Walsh's Arithmetics Nos. 1 and 2, published by Messrs. D. C. Heath & Company, Chicago, are sold at an advance of 10c each over contract prices.

In Dawson county 25c per copy is being charged for the Modern Speller, published by Messrs. Sheldon & Company, Chicago, instead of 20c, the contract price.

In Yellowstone county, the two dealers at Billings have been selling the Prang Course for Graded Schools drawing books Nos. 1, 2 and 3 for 15c per copy instead of the contract price of 10c.

The copy books furnished by Messrs. A. Lovell & Company are contracted to be sold for 54c per dozen wholesale, f. o. b. Chicago, and retailed in Montana at 60c per dozen. In most of the counties the dealers have found that to sell these books at the contract retail price, after paying freight, meant either a loss or a profit of not to exceed 1c per dozen; although in such places

as Butte, Anaconda, Missoula and Kalispell no advance over contract price has been made, and the books have been retailed at 5c each.

In the correspondence had by your office with Messrs. Ainsworth & Company, of Chicago, agents at the latter place for Messrs. Lovell & Company, it appears that they have agreed to furnish one dealer in each county in Montana with these books at 48c per dozen, under contract with such dealers that they will retail them at 5c each.

Concerning the legal phases of this matter it may be observed, in the first place, that the bonds executed by the various book companies to the state are conditioned for the faithful performance of their contracts. As stated in the contracts, they guarantee the faithful performance of the provisions and conditions of the contracts. But it must not be understood—as seems to be assumed in your letters to the book companies—that a violation of one of these contracts in one or two particulars would entitle the State to proceed at once to collect the entire amount of the bond given by such company, without reference to the damage caused by such breach. So far as the bondsmen are concerned, their liability is to make good any amount of damages—not exceeding the amount stated in the bond—which may be ascertained to have been occasioned by reason of a breach of such contract, in the event of a failure on the part of their principal to make a settlement.

While under the terms of the several contracts it is apparent that an action could be maintained against any of the book companies by any individual or firm aggrieved on account of an overcharge for books purchased from such companies, we think it unnecessary to consider whether or not the State would have such an interest in the matter as would enable it to maintain, in its own name, an action against the book companies for overcharges to individuals throughout the State, inasmuch as it is our opinion that the facts submitted do not warrant the commencement of legal proceedings at this time.

The Prang Educational Company have offered to pay all that could possibly be recovered from them in an action at law. Aside from the overcharges on copy books, the only two places in which overcharges of any consequence have occurred are Great Falls and Dillon, and in these places the totals of all overcharges would no doubt be comparatively small. You do not furnish us with

information as to the number of different books sold at these places at an overcharge, although we have requested it. But, the companies all having expressed their willingness to make proper settlements upon their being advised as to the amounts claimed from them, if you would take the matter up with them, it could in all probability be satisfactorily adjusted. We would advise that their attention be promptly called to the matter, and if since the reports to your office from those places, which are mentioned above, the retail prices have not been reduced to those specified in the contracts, that the defect be corrected at once.

Messrs. Ainsworth & Company having now arranged for the sale of copy books at contract retail prices in at least one place in each county in the State, and expressed a readiness to adjust past overcharges, this matter should also be easily settled. It may be said with reference to these overcharges which have occurred in the past that it would be necessary to ascertain their exact amount in the aggregate before a recovery could be had in a lawsuit, so that the companies may as well be informed as to the amounts claimed from them, and permitted to pay without suits being brought.

It is apparent that but little, if any, inconvenience has been occasioned purchasers of school books in Montana by reason of complete supplies of adopted books not having been kept in all the counties. It is a question whether the book companies could be compelled to keep books on sale in counties where they are not in use by the schools, where the districts themselves are dealing in books, or where free text-books are in use. We hardly see how an action could be based upon this portion of the contracts, as it would be almost impossible to figure the damages caused in dollars and cents. But it is to be remembered that the State is at liberty to rescind any of these contracts at any time, after proper notice, if their terms be not complied with.

But inasmuch as no complaint whatever is offered by any of the school authorities in the several counties, and as violations of this character have been technical rather than material, and have, so far as we are informed, inconvenienced no one, there would seem to be no reason whatever to adopt the latter course.

Respectfully,

JAMES DONOVAN,

Attorney General.

Helena, Mont., May 21, 1902.

HON. W. W. WELCH,
Supt. Public Instruction.
Helena, Mont.

Dear Sir:—We are in receipt of your communication of the 17th inst, in closing a letter from Mr. S. W. Jones, clerk of the School District No. 37, of Harlem, Choteau County, Montana, and requesting an opinion from this office upon the question contained in Mr. Jones' letter, viz: Whether children of part Indian blood residing upon the Blackfoot Indian Reservation may be admitted to the public schools of said District No. 37 of Choteau County, and, if so, upon what conditions?

Section 1360, Pol. Code of Montana, provides:

"A common school is hereby defined to be one that is maintained at the public expense in each school district, and under the supervision of the board of trustees. Every common school otherwise not provided for by law, shall be open to the admission of all children between the ages of six and twenty-one years. residing in the school district, and the board of trustees shall have the power to admit children not residing in the district as hereinbefore provided."

Section 1797, Pol. Code, provides the powers and duties of school boards where not otherwise especially provided by law, and among such duties the following is contained in sub-division 2 of said section:

"To determine the rate of tuition of non-resident pupils."

Sub-division 15 of said section 1797, Pol. Code, as amended by an Act of the Seventh Legislative Assembly, (Session Laws 1901, p. 122) is as follows:

"Sub-division 15. Whenever a pupil residing in any school district of the state desires to attend school in any other district he shall be permitted to do so upon obtaining permission of the trustees of the district in which he wishes to attend. The money due by apportionment to such pupil shall, upon written request of the school trustees, be transferred to the district in which said pupil attends school. Provided, that nothing herein contained shall be construed as affecting the right of the Board of School Trustees to charge tuition for non-resident pupils, as provided in sub-division 2 of this section. Provided further, that no money due by apportionment to such pupils as pay tuition shall be transferred."

The determination of the inquiry made requires a consideration (1) of the status of such children; and (2) whether the portion of the Blackfoot Reservation upon which they reside is included within the boundaries of a school district of the State.

1. If the children are maintaining their tribial relations and receiving rations and supplies from the general government, and, in our opinion their education, as well as their maintenance should be left to be provided for by the agents of the Government. The same rule would apply if the fathers of such children are Indians and wards of the government, for it is well settled that the status of the child follows that of the father.

On the other hand, if such children of their fathers have severed their tribial relations and are not receiving rations and supplies from the government, we believe they would be eligible for admission into the public schools of this State.

2. It is not stated in Mr. Jones' letter whether the portion of the reservation upon the children reside is included within the boundaries of a school district of this State. If they are living within a school district and were included in the census of the school children of such district, the Board of school trustees of District No. 37 would have authority to permit them to attend school in said District No. 37, and could either have the money due by apportionment to such children transferred to said District No. 37 upon written request of the school trustees of the children's home district, as provided in sub-division 15 of section 1797, Pol. Code, above quoted, or fix the rate for tuition to be charged upon them as provided in sub-division 2 of said section 1797 above quoted. If the charge for tuition were made by the board of trustees under the provision contained in the last sentence of the sub-division 15 of section 1797, the money due to such children by apportionment should not be transferred to District No. 37.

If the home of the children is not within the boundaries of a school district of Montana, and they are not wards of the Government, as stated above, it is our opinion that the board of trustees of District No. 37 has the power to permit them to attend school in said District No. 37, upon their paying the rate of tuition that may be determined upon by the board of trustees of said District No. 37, as provided in the portion of sub-division 2, of said section 1797, Pol. Code, above quoted.

Trusting that the foregoing will satisfactorily answer your inquiry, I am,

Yours respectfully,
JAMES DONOVAN,
Attorney General.

Helena, Mont., March 22, 1902.

HON. W. W. WELCH,
Supt. Public Instruction,
City.

Dear Sir:—I have your favor of the 20th inst. asking if it is absolutely necessary for school trustees to hold an annual election in each school district in the State for the purpose of electing one or more trustees each year; also in cases where vacancies have occurred in the board of trustees, and such vacancies have been filled by appointment, are such appointees to hold office for the unexpired terms of their predecessors, or should they hold office until the date fixed by law for the regular annual election, that is, the first Saturday of April in each year.

Replying to the first question, would say, that Section 1770 of House Bill No. 63, Sixth Legislative Assembly, reads in part as follows:

"An annual election for the election of school trustees shall be held in each school district in the State on the first Saturday in April of each year."

This provision is mandatory, and the election must be held. It is plain to be seen from an examination of the school laws that it was the intention of the Legislature that the terms of the school trustees should be so arranged that one or more should be elected at each annual election, in order that there should not be an entire change of the personnel of the Board, to the end that there may be at all times members upon the Board who are familiar with all of the transactions of the Board for the previous year, and with the business affairs of the district.

Replying to your second question would say, that section 1980 of the Political Code, provides that, "When any vacancy occurs in the office of trustee of any school district by death, resignation, failure to elect at the proper time, removal from the district or other cause, the fact of such vacancy shall be immediately certified to the county superintendent by the clerk of the

school district, and the county superintendent shall immediately appoint in writing some competent person who shall qualify and serve until the next annual school election."

You can readily see from reading the above section that such appointee holds office until the next regular annual election.

Respectfully yours,

JAMES DONOVAN,

Attorney General.

Financial and Statistical, 1901.

Financial Report of the School Districts in Beaverhead County, Montana, for the Year Ending August 31, 1901.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to Districts during the year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Bannack	$574 85	$1,371 30	$222 00					$2,168 15
2	Bishop	682 12	171 41	27 75					881 28
3	Riverside	48 49	434 24	70 30				$360 00	913 03
4	Argenta	49 61	342 83	55 50				81 75	529 69
5	Glendale	40 64	811 35	131 35					983 34
6	Dewey	16 39	182 84	29 60					228 83
7	Grant	195 67	354 25	57 35					607 27
8	Hecla	278 60	388 53	62 90					730 03
9	Willis	364 33	674 23	109 15					1,147 71
10	Dillon	2,423 97	5,850 88	947 20	1,092 75				10,314 80
11	Meadow Creek	188 22	377 11	61 05					626 38
12	Lima	153 77	2,045 52	331 15					2,530 44
13	Briston	79 70	457 10	74 00	39				611 19
14	Redrock	39 39	182 84	29 60					251 83
15	Wisdom	111 57	137 86	22 20					271 63
16	Wisdom	254 44	525 67	85 10				25 00	890 21
17	Bowen	416 06	285 68	46 25					747 99
18	Fox	133 82	502 81	81 40					718 03
19	Greyling	56 80	228 55	37 00					322 35
20	Medicine Lodge	70 90	182 84	29 60					283 34
21	Grasshopper	536 43	354 26	59 20					949 89
22	Dell	248 38	549 04	88 80					886 22
23	Polaris (Abandoned)	83 25							83 25
24	Jackson	186 70	399 96	64 75					651 41
25	Jackson (South)	250 67	205 70	33 30					489 67
	Total	$7,484 77	$17,016 80	$2,756 50	$1,093 14			$466 75	$28,817 96

Financial Report of the School Districts in Beaverhead County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Bannack	$1,120 00	.....	.....	$49 00	$172 83	.....	.....	$826 32	$2,168 15
2	Bishop	208 00	.....	.....	8 50	9 00	.....	.....	655 78	881 28
3	Riverside	600 00	35 00	2 50	256 65	8 40	.....	.....	10 48	913 03
4	Argenta	364 00	.....	20 40	87 00	9 40	.....	.....	48 89	529 69
5	Glendale	680 00	28 00	.....	.....	205 18	.....	.....	70 16	983 34
6	Dewey	220 00	.....	.....	.....	.....	.....	.....	8 83	228 83
7	Grant	287 50	.....	.....	.....	61 35	.....	.....	258 42	607 27
8	Hecla	398 50	.....	.....	.....	20 70	.....	.....	310 83	730 03
9	Willis	640 00	.....	13 80	10 00	15 85	.....	.....	468 06	1,147 71
10	Dillon	5,697 20	102 30	321 40	880 88	407 94	.....	$720 00	2,185 08	10,314 80
11	Meadow Creek	165 00	12 35	.....	.....	30 00	.....	.....	419 03	626 38
12	Lima	1,881 50	35 25	52 91	135 39	310 45	.....	.....	114 94	2,530 44
13	Briston	215 15	.....	70 35	34 14	49 40	.....	.....	242 15	611 19
14	Redrock	210 00	.....	.....	.....	15 50	.....	.....	26 33	251 83
15	Wisdom	133 00	.....	.....	24 00	25 00	.....	.....	89 63	271 63
16	Wisdom	480 00	37 00	.....	.....	30 90	.....	.....	342 31	890 21
17	Bowen	250 00	15 00	.....	.....	.....	.....	.....	482 99	747 99
18	Fox	374 84	15 00	.....	25 50	25 95	.....	.....	276 74	718 03
19	Greyling	212 50	.....	.....	.....	42 00	.....	.....	67 85	322 35
20	Medicine Lodge	135 00	7 60	.....	.....	1 95	.....	.....	138 70	283 34
21	Grasshopper	355 00	20 00	.....	.....	43 10	.....	.....	531 79	949 89
22	Dell	555 00	19 50	36 89	36 21	113 70	.....	.....	124 92	886 22
23	Polaris (Abandoned)	.....	.....	.....	.....	11 00	.....	.....	72 25	83 25
24	Jackson	480 00	.....	.....	.....	2 45	.....	.....	168 96	651 41
25	Jackson (South)	190 00	.....	.....	45 45	35	.....	.....	253 87	489 67
	Total	$15,852 19	$327 00	$518 25	$1,592 72	$1,612 40	.....	$720 00	$8,195 40	$28,817 96

Statistical Report of the School Districts in Beaverhead County, Montana, for the Year Ending August 31, 1901.

NAME OF DISTRICT	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	Number of Children between the ages of 6 and 21 years	Male	Female	Under 6 years of age	Male	Female	Male	Female			1. No. of Children Between 8 and 14 Years of Age Residing in the District September 20, 1901	2. No. of Such Children who attended the District School at least 12 weeks during the year ending August 31, 1901	3. No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	Male	Female	Total			Months	Days
Bannack	91	45	46	28	14	14		$80 00		5—2	47	38	4		2	2			6	
Bishop	26	12	14	8	5	3	$50 00				14	11		1		1			4	
Riverside	41	15	26	15	7	8		60 00			24	21			1	1			10	
Argenta	25	11	14	11	4	7		50 00			11	10			1	1			8	
Glendale	63	32	31	12	8	4		85 00			33	30			1	1			7	
Dewey	19	16	3	7	2	5		55 00			5	5			1	1			4	
Grant	32	23	9	6	2	4		50 00			14	12			1	1			3	
Hecla	42	20	22	41	20	21	80 00				21	16		1		1			6	
Willis	53	29	24	25	18	7		50 00		2—1	23	15	8		2	2			3	
Dillon	604	264	340	147	80	67	111 10	75 00			222	198		1	7	8			8	
Meadow Creek	29	14	15	3	1	2		55 00	1		16	13			1	1			3	
Lima	164	82	82	53	33	20	80 00	67 50			71	69	3	1	2	3		3	8	
Briston	43	24	19	4	1	3	50 00				17	5		1		1			4	
Bedrock	21	11	10	7	5	2		50 00			12	6			1	1			3	
Wisdom (North)	12	8	4	4	2	2		50 00			6	4			1	1			3	
Wisdom	53	27	26	20	10	10	60 00				19	17	2	1		1			7	
Bowen	33	12	21	8	1	7		50 00			15	12			1	1			6	
Fox	32	19	13	26	12	14	50 00				11	11		1		1			6	
Greyling	22	15	7	4	3	1		42 50			10	8			1	1			4	
Medicine Lodge	18	10	8	16	8	8		45 00			13	5			1	1			3	
Grasshopper	24	7	17	9	6	3		50 00		2	10	8			1	1			6	
Dell	51	27	24	22	11	11		60 00			36	18			1	1			8	
Polaris (Abandoned)																				
Jackson	48	23	25	6	3	3	60 00				20	12		1		1			7	
Jackson (South)	20	10	10	1	1			50 00			7	5			1	1			4	
Total	1,566	756	810	483	257	226	$67 65	$57 00	1	12	675	548	17	8	27	35		3	5.66	

Statistical Report of the School Districts in Beaverhead County, Montana—Continued.

NAME OF DISTRICT	Number of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total Number Days Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	Number of Months of School	Number of Visits by County Superintendents	District Libraries: Number of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Bannack	1	75	136	6,736	.....	547	67	49	91	1	1	.....	.....	....	1	....	....	1	$2,500
Bishop	....	5	80	392	4	8	5	4.9	93	4	1	17	$12 00	1	....	....	....	1	200
Riverside	....	33	187	3,686.5	.....	491.5	23	19.6	88	10	1	239	346 00	....	....	....	1	1	2,300
Argenta	1	19	168	2,227	151	169.5	14	13	92.9	8	2	3	.....	1	....	....	....	1	175
Glendale	1	59	147	6,404	35	742	28	43	89	7	1	115	70 00	....	1	....	....	1	200
Dewey	....	16	95½	1,372	10	60	15	14	96	4	1	12	5 00	1	....	....	....	1	275
Grant	....	12	73	615.5	15	125.5	10	8.43	83	4	1	41	32 00	1	....	....	....	1	200
Hecla	....	32	118	2,366.5	149	415	30	23	85	4	1	72	60 00	....	1	....	....	1	200
Willis	1	21	61	841	129	156	17	12	81	3	1	24	12 00	2	....	....	....	2	150
Dillon	4	363	162½	36,862	440	3,306.5	246.7	232	92.2	8	2	275	150 00	....	....	....	1	1	25,000
Meadow Creek	....	20	70	1,154	.....	51	17	16.4	95	3	1	.....	.....	1	....	....	....	1	100
Lima	3	159	170	16,471	229	1,357	112	99	81	9	2	274	185 00	....	....	....	1	1	7,000
Briston	....	14	95	745	.....	152	12	10	84	4.5	.. ..	90	50 00	1	....	....	....	1	200
Redrock	....	9	71	349	38	25	8	6	91.9	3.5	1	40	80 00	....	1	....	....	1	600
Wisdom (North)	....	6	60	211	141	78	5.7	4	77	3	1	.....	.....	1	....	....	....	1	50
Wisdom	....	40	155	4,685	.....	1,255	36	30.5	79	7.75	.. ..	43	50 00	....	1	....	....	1	1,050
Bowen	....	18	133	1,826	70	240	14	13	85	6.5	.. ..	81	60 00	1	....	....	....	1	300
Fox	....	28	118	2,434	.....	500	25	20	71	6	.. ..	115	60 00	1	....	....	....	1	.....
Greyling	....	8	97	773	.....	3	8	7.94	99	5	1	16	13	....	....	....	....	1	.....
Medicine Lodge	1	7	59	346.5	.....	55	6	5	80	3	1	28	25 00	1	....	....	....	1	200
Grasshopper	....	19	131	1,395	.....	183	16	10.6	87.7	6.5	1	73	40 00	1	....	....	....	1	150
Dell	....	33	175	2,959	.....	2,716	17	17	52	8.75	1	192	135 00	....	1	....	....	1	525
Polaris (Abandoned)	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.. ..	.....	.....	....	....	....	....	....	.....
Jackson	....	19	145	2,063	36	274	16	14	88	7.25	.. ..	63	52 00	1	....	....	....	1	100
Jackson (South)	1	10	96	418	10	185	8	4.8	67.4	4.5	1	25	25 00	1	....	....	....	1	100
Total	13	1,026	2,802	97,332	1,457	13,095	87	28.2	84¾	137¼	22	1,838	$1,462	15	6	....	3	24	$41,900

Financial Report of the School Districts in Broadwater County, Montana, for the Year Ending August 31, 1901.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Radersburg	$277 43	$943 80	.....	.....	.....	.....	.....	$1,221 23
2	Hassel	85 77	386 10	.....	.....	.....	.....	.....	471 87
3	Confederate	.....	271 70	.....	.....	.....	.....	.....	271 70
4	Duck Creek	63 65	226 38	.....	.....	.....	.....	.....	290 03
5	Canton	331 90	514 80	.....	.....	.....	.....	.....	846 70
6	Deep Creek	231 52	371 80	.....	.....	.....	.....	.....	603 32
7	Townsend	169 19	2,593 85	.....	846 28	.....	.....	77 05	3,696 37
8	Diamond	15	157 40	.....	.....	.....	.....	.....	257 55
9	Missouri Valley	168 14	586 30	.....	.....	.....	.....	.....	754 44
10	Winston	270 84	915 20	.....	130 38	.....	.....	.....	1,316 42
11	South Round Grove	123 54	486 20	.....	.....	.....	.....	.....	609 74
12	Sixteen	*	.....	.....	.....	.....	.....	.....	.....
13	Crow Creek	115 01	643 50	.....	.....	.....	.....	.....	758 51
14	Beaver Creek	42 59	185 90	.....	.....	.....	.....	.....	228 49
15	Toston	321 81	610 45	.....	.....	.....	.....	.....	932 26
16	Mountain Glen	163 45	588 65	.....	.....	.....	.....	.....	752 10
17	Placer	498 88	686 40	.....	.....	.....	.....	.....	1,185 28
18	Three Forks	**	.....	.....	.....	.....	.....	.....	.....
19	Iron Age	62 35	400 40	.....	.....	.....	.....	.....	462 75
	Total	2,926 22	10,668 83	.....	$986 66	.....	.....	$77 05	14,658 76

* Joint with Meagher County. ** Joint with Gallatin County.

Financial Report of the School Districts in Broadwater County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Radersburg	$840 00	.....	.....	$64 00	$58 95	.....	.....	$257 68	$1,221 23
2	Hassel	225 00	.....	.....	93 98	8 80	.....	.....	144 09	471 87
3	Confederate	180 00	12 75	.....	.....	17 80	.....	.....	61 15	271 70
4	Duck Creek	200 00	.....	.....	21 35	16 00	.....	.....	52 68	290 03
5	Canton	450 00	.....	.....	.....	56 05	.....	.....	340 65	846 70
6	Deep Creek	385 00	.....	.....	.....	33 30	.....	.....	185 02	603 32
7	Townsend	1,960 00	.....	.....	333 23	320 00	801 34	.....	281 80	3,696 37
8	Diamond	200 00	.....	.....	.....	40 00	.....	.....	17 55	257 55
9	Missouri Valley	445 00	15 00	.....	60 00	46 20	.....	.....	188 24	754 44
10	Winston	520 00	.....	.....	375 43	.....	.....	90 00	330 99	1,316 42
11	South Round Grove	350 00	.....	.....	42 60	29 00	.....	.....	188 14	609 74
12	Sixteen	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Crow Creek	402 00	.....	.....	12 23	.....	.....	.....	344 28	758 51
14	Beaver Creek	130 00	.....	.....	.....	2 50	.....	.....	95 99	228 49
15	Toston	444 00	.....	.....	4 00	18 47	.....	.....	465 79	932 26
16	Mountain Glen	420 00	28 50	.....	27 00	35 30	.....	.....	241 30	752 10
17	Placer	465 00	.....	.....	85 10	46 20	.....	.....	588 98	1,185 28
18	Three Forks	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Iron Age	200 00	.....	.....	59 75	45 00	.....	.....	158 00	462 75
	Total	$7,816 00	$56 25	.....	1,179 27	$773 59	$801 34	$90 00	$3,942 33	$14,658 76

Statistical Report of the School Districts in Broadwater County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2: No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Radersburg	57	39	18	21	10	11	$90 00	.....	.....	2	26	23	.....	1	....	1	....	5	8	....
Hassel	18	10	8	12	8	4	.....	45	.....	1	12	12	.....	....	1	1	....	....	5	....
Confederate	18	7	11	4	2	2	.....	45	.....	2	6	6	.....	....	1	1	....	....	5	....
Duck Creek	15	7	8	5	2	3	.....	45	.....	1	7	7	.....	....	1	1	....	....	4	....
Canton	35	24	11	12	7	5	.....	55	.....	2	16	16	.....	....	1	1	....	....	8	....
Deep Creek	25	17	8	12	5	7	.....	48	.....	.....	14	14	.....	....	1	1	....	....	8	....
Townsend	188	93	95	92	39	53	80 00	56⅔	.....	1	100	90	.....	1	3	4	1	60	7	....
Diamond	15	7	8	3	2	1	.....	40	.....	1	7	7	.....	....	1	1	....	....	4	....
Missouri Valley	40	21	19	9	4	5	.....	50	.....	1	19	16	3	....	1	1	1	3	8	....
Winston	69	33	36	17	9	8	65 00	.....	.....	2	38	35	.....	1	....	1	....	....	8	....
South Round Grove	26	15	11	12	8	4	.....	50	.....	1	11	8	.....	....	1	1	....	....	7	....
Sixteen	4	3	1	0	0	.....	.....	60	.....	1	15	14	.....	....	1	1	....	....	8	....
Crow Creek	48	24	24	12	4	8	.....	60	.....	1	18	14	4	....	1	1	....	....	6	....
Beaver Creek	22	14	8	6	3	3	.....	15	.....	1	9	9	.....	....	1	1	....	....	3	....
Totson	31	13	18	25	13	12	.....	50	.....	1	18	16	.....	....	1	1	....	....	5	....
Glenwood	36	20	16	4	2	2	.....	60	.....	1	19	19	.....	....	1	1	....	....	7	....
Placer	42	26	16	11	5	6	.....	50	.....	1	18	16	.....	....	1	1	....	....	9	....
Three Forks	3	1	2	2	1	1	.....	50	.....	1	4	3	.....	....	1	1	....	....	4	....
Iron Age	30	17	13	24	8	16	.....	50	.....	1	13	12	.....	....	1	1	....	....	4	....
Totals	722	391	331	283	132	151	78 33	$50 60	.....	22	370	342	7	3	19	22	2	68	6.25	....

Statistical Report of the School Districts in Broadwater Connty, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Raderburg	....	46	773	4,684.5	100	260.5	33	30.22	94	8½	3	29	$15 00	....	....	....	....	....	$400
Hassel	....	14	240	1,048.5	114	170.5	12	10.8	89	5	1	30	25 00	....	....	....	....	....	175
Confederate	....	8	160	600	29	40	8	7.5	93¾	5	1	30	10 00	....	....	....	....	....	50
Duck Creek	....	13	180	547	143	276	9	7	70	4½	2	.....	.....	....	....	....	....	....	100
Canton	....	27	400	2,942	158	115	18	16.1	80	8	2	.....	.....	....	....	....	....	....	100
Deep Creek	....	19	300	1,500	160	155	15	12	85	8	2	.....	.....	....	....	....	....	....	650
Townsend	....	170	3,763	17,937	1,095	1,829.5	138.15	125	91	7	6	50	70 00	....	....	....	....	....	9,000
Diamond	....	15	291	1,034.5	31	110.5	14.5	13	90	4	1	.....	.....	....	*	....	....	....	.....
Missouri Valley	....	32	173	2,286	342	250	29	13	80	8	1	27	15 00	....	....	....	....	....	170
Winston	....	44	630	2,884	120	240	31	29	93	8	1	60	20 00	....	....	....	....	....	1,500
South Round Grove	....	21	391	1,672.5	100	279.5	15	13	85	7	1	.....	.....	....	....	....	....	....	1,050
Sixteen	....	21	280	2,163.5	97	200	16	14	88	7	....	.....	.....	....	....	....	....	....	.....
Crow Creek	....	25	390	2,273	68	201	19.5	18	91	7.7	1	27	15 00	....	....	....	....	....	500
Beaver Creek	....	10	160	387	9	87	8	6.5	80	3	1	.....	.....	....	....	....	....	....	275
Toston	....	35	550	3,685	294	646	27	24	85	5¼	2	33	15 00	....	....	....	....	....	100
Glenwood	....	21	360	2,332.5	84	119	18	17.5	95	7	1	49	28 00	....	....	....	....	....	200
Placer	....	32	520	3,447	250	300	26	22	87	9¼	1	.....	.....	....	....	....	....	....	200
Three Forks	....	17	300	1,240	50	29¼	15	13	97	4	....	1	1 00	....	....	....	....	....	.....
Iron Age	....	20	250	1,212.5	60	80	15	17	87	4	1	50	15 00	....	*	....	....	....	1,160
Totals	....	590	10,001	54,876.5	3,304	5394¼	467.15	409.7	1647¾	118.7	28	356	229 00	9	7	....	....	....	15,630

* Not owned by District.

Financial Report of the School Districts in Carbon County, Montana, for the year ending August 31, 1901

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the year	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Red Lodge	$2,768 36	$3,173 76	$1,324 80	$957 53	$540 00	.....	$752 79	$9.516 88
2	Parker	30 15	441 49	.....	.....	.....	.....	.....	471 64
3	Sage Creek	174 97	216 19	.....	34 93	601 00	.....	.....	1,027 09
4	Bridger	97 95	1,091 16	.....	.....	4,026 65	94 00	1 43	5,311 19
5	Wilsey	44 77	249 90	.....	.....	.....	.....	120 66	415 33
6	Clark	6 42	216 58	.....	.....	.....	.....	77 59	300 59
7	Joliet	316 40	599 76	.....	.....	.....	.....	286 04	2,102 20
8	Ellis	.....	291 55	.....	.....	803 00	.....	22 70	1,117 25
9	Rock Creek	9 89	241 57	.....	.....	.....	.....	.....	251 46
10	Volney	142 13	283 22	.....	.....	.....	.....	35 97	461 32
11	Butcher	59	124 95	.....	.....	.....	.....	.....	125 54
12	Stillwater, Nye	59 80	149 94	.....	.....	.....	.....	.....	209 74
13	Excelsior	14 72	374 85	.....	.....	.....	.....	.....	389 57
14	Grove Creek	29 23	141 61	.....	.....	.....	.....	.....	170 84
15	Absarokee, Beaver Creek	144 60	166 60	.....	.....	.....	.....	.....	311 20
16	Rosebud	115 86	408 17	.....	.....	.....	.....	99 54	623 57
17	Sown	20 94	283 22	.....	32 53	.....	.....	10 50	347 19
18	Nye City	57 32	249 98	.....	.....	.....	.....	.....	307 30
19	Provinse	24 34	441 49	.....	.....	.....	.....	44 15	509 98
20	Serrell	94 80	466 48	.....	93 90	.....	.....	.....	655 18
21	Draper	20 15	216 58	.....	24 40	.....	.....	.....	261 13
22	Valley	11.92	583 10	.....	.....	.....	.....	.....	595 02
23	Roberts	64 81	278 30	.....	.....	.....	.....	16 51	359 62

Financial Report of the School Districts in Carbon County, Montana—Continued.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
24	Willow Creek	152 84	56 40						$209 24
25	New Prospect	38 42	174 63			200 00			413 05
26	Youst	100 76	198 43		46 47				345 66
27	Sweet Grass	121 86	58 21		1 46				181 53
28	Carbonado	8 00	1,457 75						1,465 75
29	Vaughn	47 60	208 25						255 85
30	Gebo	01	891 31		168 00				1,059 32
31	Hines	112 39	432 89						545 28
32	Rockvale	6 18	232 24						238 42
33	Paradise Valley	232 87	258 23		56 98				548 08
34	Silver Tip	1 18	266 04						267 22
35	Golden	18 42	183 26		10 38			125 00	337 06
36	Morris	19	266 56		43 42			42 00	352 17
37	Elbow	37 96	324 87		59 14				421 97
38	Bailey	4 00	224 91						228 91
39	Whitebird	93 16	283 22						376 38
40	Flaugherty Flat		166 60					126 00	292 60
	Totals	$5,225 60	$16,374 25	$1,324 80	$1,529 14	$6,170 65	$94 00	$1,760 88	$32,479 32

Financial Report of the School Districts in Carbon County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Red Lodge	$5,035 00			$332 72	$507 27	$3,000 00	$640 00	$1 89	$9,516 88
2	Parker	295 00				90 41			86 23	471 64
3	Sage Creek	160 00			150 00	461 93			255 16	1,027 09
4	Bridger	780 00			500 00	3,840 99		180 00	10 20	5,311 19
5	Wilsey	230 00				131 05			54 28	415 33
6	Clark	135 00				114 35			51 24	300 59
7	Joliet	450 00				521 02			231 18	1,202 20
8	Ellis	181 40				845 19			90 66	1,117 25
9	Rock Creek	220 00				26 69			4 77	251 46
10	Volney	222 00				160 20			79 12	461 32
11	Butcher	70 00				1 04			54 50	125 54
12	Stillwater, Nye	77 00				82 97			49 77	209 74
13	Excelsior	146 00				29 25			214 32	389 57
14	Grove Creek	116 50							54 34	170 84
15	Absarokee, Beaver Creek	135 05				152 49			23 66	311 20
16	Rosebud	241 00				218 90			163 67	623 57
17	Sown	160 00				14 40		21 00	151 79	347 19
18	Nye City	150 00				4 70			152 60	307 30
19	Provinse	160 00				85 54			264 44	509 98
20	Serrell	378 50				19 71		30 00	226 97	655 18
21	Draper	120 00				33 80			107 33	261 13
22	Valley	405 00				76 25			113 77	595 02
23	Roberts	309 60				49 98			04	359 62
24	Willow Creek	135 00				19 16			55 08	209 24

Financial Report of the School Districts in Carbon County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1901	Total
		9	10	11	12	13	14	15	16	17
25	New Prospect	127 25	.....	.....	.....	193 15	.....	.....	62 65	413 05
26	Youst	160 00	.....	.....	.....	91 35	.....	60 00	34 31	345 66
27	Sweet Grass	120 00	.....	.....	.....	.....	.....	.....	61 53	181 53
28	Carbonado	814 33	.....	.....	15 90	611 20	.....	.....	24 29	1,564 75
29	Vaughn	220 00	.....	.....	.....	31 36	.....	.....	4 49	255 85
30	Gebo	339 86	.....	.....	.....	546 52	.....	168 00	4 94	1,059 32
31	Hines	170 50	.....	.....	.....	20 00	.....	.....	354 78	545 28
32	Rockvale	214 86	.....	.....	.....	13 60	.....	.....	9 96	238 42
33	Paradise Valley	330 00	.....	.....	.....	9 95	.....	66 00	142 13	548 08
34	Silver Tip	130 00	.....	.....	.....	58 00	.....	.....	79 22	267 22
35	Golden	127 21	.....	.....	.....	134 21	.....	.....	75 64	337 06
36	Morris	106 42	.....	.....	.....	202 33	.....	42 00	1 42	352 17
37	Elbow	238 50	.....	.....	.....	10 20	.....	27 00	146 27	421 97
38	Bailey	120 00	.....	.....	.....	42 30	.....	.....	66 61	228 91
39	Whitebird	.....	.....	.....	.....	23 63	.....	.....	352 75	396 38
40	Flaugherty Flat	120 00	.....	.....	.....	4 10	.....	.....	168 50	292 60
	Totals	$13,681 01	.....	.....	$998 62	$9,479 19	$3,000 00	$1,234 00	$4,086 50	$32,479 32

Statistical Reports of the School Districts in Carbon County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught	Statistics Relating to Compulsory Education 1: No. of Children between 8 and 14 years of age residing in the District September 20, 1901	2: No. of Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1901	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Red Lodge	714	368	346	410	221	189	$125	*		12	365			1	7	8			8	
Parker	52	32	20	15	6	9		40		1	29	29			1	1			3	10
Sage Creek	46	23	23	25	14	11		40	2	1	29	29			2	2			8	
Bridger	133	67	66	65	29	36	60	50		6	70	70		1	1	2			8	
Wilsey	51	22	29	27	17	10		50		1	24	22			1	1			6	
Clarke	33	12	21	12	4	8		45		1	14	14			1	1			3	
Joliet	81	39	42	17	8	9		40		3	36	36			1	1			3	
Ellis	39	21	18	7	5	2		45	1	1	21	21			1	1			3	
Rock Creek	30	15	15	28	18	10		45		1	19	6	13		1	1	1	15	7	
Volney	38	17	21	26	13	13		40		1	19	19			1	1			3	
Butcher	16	10	6	11	8	3		40		1	5	5			1	1			5	6
Stillwater	12	7	5	3	2	1		40		2	5	5			1	1			5	
Excelsior	38	17	21	30	15	15		40		1	24	20			1	1			3	
Grove Creek	16	10	6	9	5	4		40		1	7	6			1	1	1	12	5	
Absarokee	15	8	7	6	1	5		40		1	5	5			1	1			3	
Rosebud	53	33	20	22	10	12		40		1	24	20			1	1			3	
Sown	35	20	15	11	5	6		40		1	17	16			1	1			3	
Nye City	32	20	12	26	18	8		50		2	14	9			1	1	1	18	3	
Province	49	30	19	15	7	8		50		1	21	21			1	1			3	
Terrell	60	35	25	39	18	21		40		2	34	29	5		1	1			6	
Draper	12	10	2	2	2	0		40		1	5	5			1	1			3	
Valley	78	46	32	29	16	13		45		1	49	49			1	1			9	
Roberts	53	33	20	17	11	6		40		1	28	28			1	1			3	

Statistical Reports of the School Districts in Carbon County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education: 1. No. of Children between 8 and 14 years of age residing in the District September 20, 1901	2. No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1901	3. No. of such Children who attended Private Schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Willow Creek	35	17	18	15	8	7	.....	45	.....	1	15	14	.....	....	1	1	....	....	3	....
New Prospect	21	10	11	5	2	3	.....	40	.....	4	7	7	.....	....	1	1	....	....	3	....
Youst	30	14	16	27	13	14	.....	40	.....	2	.....	.....	.....	....	1	1	....	....	3	....
Sweet Grass	8	2	6	3	1	2	.....	40	.....	1	.....	.....	.....	....	1	1	....	....	4	....
Carbonado	87	50	37	30	16	14	60	45	.....	1	86	86	.....	1	1	2	....	....	9	....
Vaughn	18	11	7	11	4	7	.....	40	.....	1	9	9	.....	....	2	2	....	....	6	....
Gebo	116	61	55	56	24	32	75	50	.....	1	6	6	.....	....	1	1	....	....	3	....
Hines	87	38	49	13	5	8	.....	40	.....	1	41	36	.....	....	1	1	....	....	4	....
Rockvale	34	16	18	17	5	12	.....	40	.....	1	20	20	.....	....	1	1	....	....	4	....
Paradise Valley	46	18	28	20	12	8	60	60	.....	4	22	17	.....	1	1	2	....	....	6	....
Silver Tip	38	21	17	14	8	6	.....	40	.....	4	13	13	.....	....	1	1	....	....	5	....
Golden	17	9	8	10	6	4	.....	40	.....	1	9	8	.....	....	1	1	....	....	3	....
Norris	41	22	19	18	9	9	.....	40	.....	1	22	22	.....	....	1	1	....	....	4	....
Elbow	37	19	18	31	13	18	.....	40	.....	2	21	20	.....	....	1	1	....	....	5	....
Bailey	28	14	14	8	5	3	.....	40	.....	2	20	17	.....	....	1	1	....	....	3	....
Whitebird	45	21	24	19	9	10	.....	45	.....	1	15	15	.....	....	1	1	1	6	3	....
Flaugherty Flat	29	17	12	17	9	8	.....	40	.....	1	26	9	.....	....	1	1	....	....	3	....
Totals	2403	1255	1148	1166	604	563	76	41.28	3	73	1196	773	18	4	48	52	4	51	4.47	16

Statistical Report of the School Districts in Carbon County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendents	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Red Lodge	3	514	52,948.50	52,948.50	297	4,267.50	517	311.5	92	8	2	150	$300	....	....	....	....	2	14,000 00
Parker	....	40	2,300.00	2,300.00	15	100.00	30	38	97	3	1	....	....	....	....	....	....	1	250 00
Sage Creek	....	31	4,510.00	4,510.00	....	450.00	31	28	90	8	1	....	....	....	....	....	....	1	447 50
Bridger	....	130	....	....	....	....	130	....	....	9	1	....	....	....	....	....	....	2	200 00
Wilsey	....	49	....	....	....	....	49	....	....	6	1	....	....	....	....	....	....	1	600 00
Clark	....	18	942.5	942.50	110	137.50	15	....	87	3	1	....	....	....	....	....	....	2	75 00
Joliet	....	76	....	....	....	....	76	....	....	3	1	....	....	....	....	....	....	1	1,000 00
Ellis	....	30	....	....	....	....	30	....	....	3	1	3	....	....	....	....	....	1	400 00
Rock Creek	....	26	3,381.5	3,381.5	44	258.50	24	24	92	7	1	....	....	....	....	....	....	1	85 00
Volney	....	38	....	....	....	....	38	....	....	3	1	....	....	....	....	....	....	1	250 00
Excelsior	....	28	1,661.00	....	....	....	16	....	....	5	1	....	....	....	....	....	....	1	100 00
Stillwater	....	12	....	....	....	....	12	....	....	5	1	3	8	....	....	....	....	1	100 00
Excelsion	....	28	1,661.00	1,661.00	41	19.00	28	27	99	3	1	3	13	....	....	....	....	1	150 00
Grove Creek	....	14	1,310.00	1,310.00	....	90.00	13	....	89	5	1	....	....	....	....	....	....	1	60 00
Absarokee	....	15	817.00	817.00	32	83.00	15	13	90	3	1	....	....	....	....	....	....	1	400 00
Rosebud	....	46	....	....	....	....	46	....	....	3	1	....	....	....	....	....	....	1	800 00
Sown	....	39	1,748.00	1,748.00	41	592.00	39	29	75	3	1	....	....	....	....	....	....	1	400 00
Nye City	1	30	....	....	....	....	30	....	....	3	1	....	....	....	....	....	....	2	400 00
Province	....	40	....	....	....	....	40	....	....	3	1	....	....	....	....	....	....	1	100 00
Terrell	1	31	3,364.00	3,364.00	144	356.00	24	20	90	6	1	....	....	....	....	....	....	1	600 00
Draper	....	12	....	....	....	....	12	....	....	3	1	....	....	....	....	....	....	1	175 00
Valley	1	76	12,248.0	12,248.00	....	1,432.00	76	68	89	9	1	....	....	....	....	....	....	1	200 00
Roberts	....	53	....	....	....	....	53	....	....	3	1	....	....	....	....	....	....	1	160 00

Statistical Report of the School Districts in Carbon County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total No. Days Attendance	Total Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Willow Creek		9					9			3	1							1	100 00
New Prospect		17	1,000.00	1,000.00	15	20.00	14	16	98	3	1							2	200 00
Youst		26					26			3	1							1	100 00
Sweet Grass		8					8			4	1							1	100 00
Carbonado		80	13,393.00	13,393.00	200	1,007.00	80	74	93	9	1							1	200 00
Vaughn		18	1,890.00	1,890.00	48	270.00	17	15	87	6	1							1	200 00
Gebo		100					100			3	1							1	1,425 00
Hines		32		1,473.00	68	447.00	23	18	76	4	1							1	200 00
Rockvale		32					32			4	1							1	200 00
Paradise Valley	2	40	4,181.75	4,181.75	128	618.25	29	34	87	6	1							1	900 00
Silver Tip		20	1,711.00	1,711.00	21	289.00	16	17	85	5	1							1	300 00
Golden		12	610.00	610.00	12	110.00	12	10	84	3	1							1	200 00
Morris		25	1,866.00	1,866.00	72	134.00	22	23	93	4	1							1	600 00
Elbow		25					25			5	1							1	825 00
Bailey		26	1,006.00	1,006.00	52	554.00	18	16	64	3	1							1	200 00
Whitebird		19	920.25	920.25	28	219.75	19	15	87	3	1	1	4					1	200 00
Flaugherty Flat		11					11			3	1								
Totals	9	1,855	*	113,236.50	138	11,454.50	1,8 5	796.05	87	178	41	160	$325	16	25	1	2	44	26,842 00

* 113,236.50.

Financial Report of the School Districts in Cascade County, Montana, for the Year Ending August 31, 1901.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Borrowed	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Great Falls	.....	$55,955 63	$4,806 60	$13.801 44	.....	$8,481 00	.....	$83,044 67
2	Sun River	8 71	620 00	195 00	33 48	.....	.....	.....	857 79
3	Cascade	79 44	2,800 00	883 40	.....	.....	.....	.....	3,762 84
4	Macumber	.....	320 00	100 96	.....	.....	.....	17 28	438 24
5	Chestnut Valley	31 51	184 17	.....	.....	.....	.....	17 56	233 24
6	Truly	43 90	310 00	97 80	.....	.....	.....	16 74	468 44
7	Sand Coulee	83 49	5,330 00	1,637 00	.....	.....	.....	280 26	7,330 75
8	Lower Belt	2 67	340 00	104 41	.....	.....	.....	17 82	464 90
9	Little Belt	63 74	630 00	126 20	.....	.....	.....	20 60	840 54
10	Armington	463 90	970 00	318 65	.....	.....	.....	54 54	1,807 09
11	Otter Creek	338 66	870 00	246 09	41 46	.....	.....	.....	1,496 21
12	Kibby	137 64	460 00	135 66	.....	.....	.....	27 68	760 98
14	Evans	495 44	680 00	208 23	.....	.....	.....	35 64	1,419 31
15	Millegan	.....	290 00	78 52	.....	.....	.....	13 50	382 02
16	Travis	.....	180 00	56 77	.....	.....	.....	9 72	246 51
17	Sun River Bench	.....	200 00	63 10	.....	.....	.....	10 80	273 90
18	Nason	287 80	260 00	82 03	.....	.....	.....	14 04	643 87
19	Red Butte	17 34	150 00	43 32	.....	.....	.....	8 10	218 76
20	Upper Otter	85 21	250 00	78 89	.....	.....	.....	13 50	427 60
21	Box Elder	210 50	430 00	135 66	.....	.....	.....	23 22	799 38
22	Betts	220 25	370 00	91 42	.....	.....	.....	15 66	697 33
23	Monarch	112 75	250 00	78 87	.....	.....	.....	13 50	455 12
24	Mid Canon	15 50	110 00	34 70	.....	.....	.....	5 94	166 14
25	Ross	283 17	350 00	110 42	.....	.....	.....	18 90	762 49
26	Meisenbaugh	23 69	240 00	75 72	.....	.....	.....	12 96	352 37

Financial Report of the School Districts in Cascade County, Montana—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Borrowed	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
27	Neil Creek	2 13	330 00	97 80	.....	.....	.....	16 74	446 67
28	Bird Creek	107 27	460 00	110 64	.....	.....	.....	18 36	696 27
29	Belt	107 56	7,460 00	2,553 63	887 77	1,776 94	.....	415 26	13,201 16
30	Arrow Creek	.....	330 00	104 11	.....	.....	.....	17 82	451 93
31	Fleming	9 12	280 00	85 18	.....	.....	.....	14 58	388 88
32	Hardy	51 23	200 00	63 10	.....	.....	.....	10 80	325 13
33	Orr	28 16	170 00	53 63	.....	.....	.....	9 18	260 97
34	Cameron	3 84	210 00	66 25	.....	.....	.....	11 34	291 43
35	Neihart	1,457 90	1,790 00	564 74	2,978 48	.....	.....	96 66	6,887 78
36	Belt Park	.....	320 00	100 96	.....	.....	.....	17 28	438 24
37	Yule	.....	170 00	53 63	.....	.....	.....	9 18	232 81
38	Barker	288 86	420 00	132 51	.....	.....	.....	102 00	943 37
39	Hepler	33 07	180 00	56 79	.....	.....	.....	9 72	279 58
40	Leland	.....	230 00	72 56	.....	.....	.....	.....	302 56
41	Swan	.....	300 00	113 58	.....	.....	.....	19 44	433 02
42	Boston Coulee	76 17	276 17	118 48	.....	.....	.....	16 20	487 02
43	North Willow	27 70	260 00	82 03	.....	.....	.....	.....	369 73
44	Adel	.....	30 20	20 20	.....	.....	.....	99 60	150 00
45	Cooney	.....	21 00	10 55	.....	.....	.....	108 45	140 00
46	Burlingame	.....	42 00	32 56	200 00	.....	.....	12 42	284 98
47	New Century	.....	95 54	30 00	.....	.....	.....	26 79	152 33
	Totals	$5,198 32	$86,124 71	$14,310 97	$17,942 63	$1,776 94	$8,481 00	$1,679 78	$135,514 35

Financial Report of the School Districts in Cascade County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Great Falls	$46,896 45	$783 05	$1,152 02	$3,434 45	$14,079 72	$219 20	$15,070 27	$1,409 51	$83,044 67
2	Sun River	557 50	.....	63 60	90 72	103 56	.....	.....	42 41	857 79
3	Cascade	1,535 00	.....	105 00	178 70	183 76	.....	.....	1,760 38	3,762 84
4	Macumber	300 00	.....	.....	.....	13 24	.....	.....	125 00	438 24
5	Chestnut Valey	200 00	.....	.....	.....	33 24	.....	.....	.....	233 24
6	Truly	400 00	.....	60 00	.....	8 44	.....	.....	.....	468 44
7	Sand Coulee	4,869 15	.....	213 45	90 00	524 24	409 50	.....	122 41	7,330 75
8	Lower Belt	350 00	.....	.....	.....	31 10	.....	.....	83 80	464 90
9	Little Belt	450 00	.....	.....	75 00	44 45	.....	.....	271 09	840 54
10	Armington	1,035 00	55 70	88 30	109 12	57 85	.....	.....	461 12	1,807 09
11	Otter Creek	850 00	.....	90 00	.....	13 75	.....	.....	542 46	1,496 21
12	Kibby	437 50	10 00	58 00	125 00	49 00	.....	.....	81 48	760 98
14	Evans	700 00	.....	45 00	21 00	38 45	.....	.....	614 86	1,419 31
15	Millegan	300 00	.....	.....	.....	35 00	.....	.....	47 02	382 02
16	Travis	200 00	.....	15 00	30 00	1 51	.....	.....	.....	246 51
17	Sun River Bench	200 00	.....	25 00	15 00	.....	.....	.....	33 90	273 90
18	Nason	350 00	.....	42 00	.....	2 60	.....	.....	248 27	643 87
19	Red Butte	200 00	.....	15 00	.....	3 76	.....	.....	.....	218 76
20	Upper Otter	300 00	.....	.....	36 00	.....	.....	.....	91 60	427 60
21	Box Elder	420 00	8 15	.....	15 00	41 13	.....	.....	315 10	799 38
22	Betts	300 00	15 50	28 50	.....	6 05	.....	.....	347 28	697 33
23	Monarch	350 00	.....	26 25	29 31	28	.....	.....	49 28	455 12
24	Mid Canon*	.....	.....	.....	.....	.....	.....	.....	166 14	166 14
25	Ross	450 00	.....	21 35	8 65	26 35	.....	.....	156 14	662 49
26	Meisenbaugh	300 00	.....	25 00	.....	.....	.....	.....	27 37	352 37

Financial Report of the School Districts in Cascade County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
27	Neil Creek	165 00	.....	.....	17 50	16 35	.....	.....	247 82	446 67
28	Bird Creek	325 00	.....	45 93	.....	20 00	.....	.....	305 34	696 27
29	Belt	7,052 25	276 82	500 00	394 23	1,393 82	600 00	710 78	2,273 26	13,201 16
30	Arrow Creek	300 00	.....	12 06	15 73	13 75	.....	.....	110 39	451 93
31	Fleming	200 00	.....	34 15	131 75	.....	.....	.....	22 98	388 88
32	Hardy	150 00	.....	3 25	.....	17 00	.....	.....	154 88	325 13
33	Orr	135 00	.....	12 50	.....	.....	.....	.....	113 47	260 47
34	Cameron	250 00	.....	.....	28 30	4 20	.....	.....	8 90	291 43
35	Neihart	2,250 00	250 00	39 80	233 00	287 46	354 00	29 70	3,444 82	6,888 78
36	Belt Park	300 00	.....	.....	57 60	18 00	.....	.....	62 64	438 24
37	Yule	200 00	.....	.....	.....	25 00	.....	.....	7 81	232 81
38	Barker	440 00	.....	52 50	30 00	92 87	.....	.....	328 00	943 37
39	Hepler	206 00	.....	.....	.....	4 58	.....	.....	19 00	279 58
40	Leland**	.....	.....	.....	.....	.....	.....	.....	302 56	302 56
41	Swan	150 00	.....	.....	89 29	13 75	.....	.....	179 98	433 02
42	Boston Coulee	250 00	.....	8 15	.....	6 00	.....	.....	222 87	487 02
43	North Willow	250 00	.....	22 50	31 20	21 00	.....	.....	45 03	369 73
44	Adel	150 00	.....	.....	.....	.....	.....	.....	.....	150 00
45	Cooney	150 00	.....	.....	.....	.....	.....	.....	10 00	140 00
46	Burlingame	200 00	.....	.....	59 15	.....	.....	.....	25 83	284 98
47	New Century	100 00	.....	30 88	.....	.....	.....	.....	21 45	152 33
	Totals	$75,173 85	$1,389 22	$2,835 19	$5,345 73	$17,232 26	$1,582 70	.....	$16,055 65	$135,514 35

* No school taught in this District last year.

** Consolidated with School District No. 29. Belt.

Statistical Report of the School Districts in Cascade County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	Male	Female	Total			Months	Days
Great Falls	2,919	1,453	1,466	1,206	547	609	150	78	.....	3	1,017	950	15	2	49	51	1	15	9	10
Sun River	66	28	38	35	15	20	60	50	.....	3	32	24	2	....	2	2	....	....	9	....
Cascade	283	126	157	78	44	34	.....	50	.....	3	196	148	2	....	3	3	1	2	9	....
Macumber	34	15	19	12	4	8	.....	50	.....	2	15	12	.....	....	1	1	1	....	6	....
Chestnut Valley	20	12	8	14	5	9	.....	50	.....	1	8	16	.....	....	1	1	....	....	4	....
Truly	36	18	18	19	8	11	.....	50	.....	2	16	12	2	....	1	1	1	2	8	....
Sand Coulee	562	224	338	414	185	229	95	75	.....	3	254	216	6	4	6	7	1	6	9	....
Lower Belt	24	15	9	14	8	6	.....	50	.....	1	16	12	.....	....	1	1	....	....	7	....
Little Belt, Joint D	31	12	19	18	7	11	50	50	.....	2	9	8	.....	1	1	2	....	....	9	10
Armington	99	49	50	29	21	8	70	50	.....	3	37	28	.....	1	1	2	....	....	17	....
Otter Creek	88	44	44	53	30	23	50	50	.....	2	56	42	2	1	2	3	1	2	17	....
Kibby	39	17	22	11	6	5	60	60	.....	2	23	17	.....	1	....	1	....	....	8	10
Evans	73	38	35	24	9	15	70	.....	.....	3	36	27	.....	1	....	1	....	....	10	....
Millegan	23	16	7	8	3	5	.....	50	.....	2	8	6	.....	....	1	1	....	....	6	....
Travis	23	6	9	11	4	7	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	4	....
Sun River Bench	17	7	10	7	3	4	.....	50	.....	1	8	7	1	....	1	1	....	....	4	....
Nason	31	17	14	18	10	8	.....	50	.....	2	11	8	1	....	1	1	1	1	7	....
Red Butte	15	8	7	2	2	0	.....	50	.....	1	8	6	.....	....	1	1	1	....	4	....
Upper Otter	24	11	13	6	3	3	.....	50	.....	2	12	10	.....	....	1	1	....	....	6	....
Box Elder	38	19	19	6	3	3	.....	50	.....	2	17	11	1	1	....	1	....	1	8	5
Betts	29	13	16	19	9	10	.....	50	.....	2	19	14	.....	....	1	....	1	....	6	....
Monarch	25	9	16	13	4	9	50	.....	.....	1	13	13	.....	1	....	....	1	....	3	5
Mid Canon	10	4	6	2	2	0	**	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Ross	32	11	21	5	3	2	50	.....	.....	3	30	22	.....	1	....	1	....	....	9	....

Statistical Report of the School Districts in Cascade County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of School Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Meisenbaugh	26	9	17	14	10	4	.....	50	.....	2	10	8	.....	1	....	1	....	....	6	....
Neil Creek	31	17	14	15	7	8	1	50	.....	1	24	18	.....	1	....	1	....	....	3	....
Bird Creek	35	23	12	13	5	8	.....	50	.....	2	14	12	.....	....	1	1	....	....	6	10
Belt	780	436	344	268	78	90	80	.....	.....	.....	403	331	.....	3	7	10	....	....	....	10
Arrow Creek	32	12	20	14	4	10	50	50	.....	2	22	18	.....	1	1	2	....	....	6	....
Fleming	26	14	12	9	3	6	50	50	.....	2	17	15	.....	....	1	1	....	....	4	....
Hardy	28	18	10	6	2	4	.....	50	.....	1	20	16	2	....	1	1	....	....	3	....
Orr	20	9	11	16	6	10	.....	50	.....	1	11	11	.....	....	1	1	....	....	3	....
Cameron	21	14	7	12	7	5	.....	50	.....	1	16	12	.....	....	1	1	....	....	5	....
Neihart	229	121	108	139	61	78	100	75	.....	3	107	107	.....	1	2	3	....	....	9	....
Belt Park	34	14	20	10	5	5	50	50	.....	1	20	16	.....	1	1	2	....	....	6	....
Yule	9	3	6	3	2	1	50	.....	.....	1	3	2	.....	1	....	1	....	....	3	....
Barker	38	16	22	20	10	10	48	.....	.....	.....	.....	.....	.....	....	....	....	....	....	9	....
Hepler	17	7	10	2	1	1	50	50	.....	1	9	7	.....	1	....	1	....	....	4	....
*Leland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Swan	40	23	17	13	7	6	.....	50	.....	.....	22	18	.....	....	1	1	....	....	3	....
Boston Coulee	23	14	9	15	7	8	.....	50	.....	1	14	12	.....	....	1	1	....	....	5	....
North Willow	29	13	16	13	12	1	.....	50	.....	1	16	12	.....	....	....	....	....	....	5	....
Adell	15	5	10	3	3	0	.....	50	.....	1	9	6	.....	....	....	1	....	....	3	....
Cooney	38	19	19	28	16	12	.....	50	.....	1	33	28	.....	....	1	1	....	....	3	....
Burlingame	21	11	10	23	13	10	50	.....	.....	.....	13	12	.....	....	....	....	....	....	4	....
New Century	18	9	9	5	3	2	50	.....	.....	1	14	14	.....	1	....	1	....	....	2	....
Totals	6,043	2,979	3,064	2 665	1,197	1,468	64.15	53 47	.....	69	2,637	2,285	34	21	93	114	10	29	6	....

* Consoldiated with District No. 29, Belt. ** No school taught last year. Children attended

Statistical Report of the School Districts in Cascade County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number of Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Great Falls	47	1,985	194	2,766,275	380	641,568	1,741	1,589	90	9½	41	1,200	2,000	1	4	1	3	9	$177,500 00
Sun River	.....	41	4,168	400	188	256	36	38	90	9	1	45	125	1	1	....	....	2	3,600 00
Cascade	3	148	180	11,016	264	527	105	61	82	9	1	36	55	2	1	....	....	3	1,500 00
Macumber	1	17	160	2,176	22	544	14	15	90	6	1	20	20	....	1	....	....	1	400 00
Chestnut Valley	.....	16	80	1,216	36	64	14	15	97	4	1	30	75	1	....	....	....	1	300 00
Truly	1	28	156	3,495	42	893	26	23	90	8	1	20	25	1	....	....	....	1	400 00
Sand Coulee	5	489	175	54,450.5	968	5,746	343	311.14	90	9	1	84	250	....	1	....	1	2	1,500 00
Lower Belt	.....	16	136	1,743	34	433	13	13	88	7	1	15	30	1	....	....	....	1	300 00
Little Belt, Joint D.	.....	25	154	3,100	26	750	22	21	90	9½	1	14	20	1	....	....	....	1	400 00
Armington	2	67	330	17,644	84	4,466	63	54	88	17	1	10	25	1	2	....	....	3	1,200 00
Otter Creek	2	72	340	19,068	92	266	60	58	92	17	2	28	75	1	2	....	....	3	1,300 00
Kibby	.....	32	165	5,120	76	160	31	31	98½	8½	1	40	30	....	1	....	....	1	700 00
Evans	1	48	196	7,448	94	152	44	38	86	10	1	28	60	1	....	....	....	1	500 00
Millegan	.....	19	116	2,109	23	95	19	19	92	6	1	25	50	1	....	....	....	1	500 00
Travis	.....	12	80	924	15	36	10	11	92	4	1	20	25	1	....	....	....	1	400 00
Sun River Bench	1	15	78	1,355	38	45	13	14	90	4	1	10	15	1	....	....	....	1	150 00
Nason	1	26	136	2,589	42	947	24	22	90	7	1	36	75	1	....	....	....	1	150 00
Red Butte	.....	12	80	912	24	48	10	11	83	4	1	5	10	1	....	....	....	1	300 00
Upper Otter	1	16	116	1,766	49	178	14	15	92	6	1	10	20	1	....	....	....	1	400 00
Box Elder	1	30	164	4,740	97	180	24	26	90	8⅙	2	20	50	1	....	....	....	1	500 00
Betts	1	23	116	2,553	82	104	20	17	75	6	1	10	20	*	....	....	....	....	.....
Monarch	.....	20	60	1,114	16	86	19	18	90	3⅙	1	28	75	1	....	....	....	1	700 00
Mid Canon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	..	.....	.....	....	....	....	....	....	.....
Ross	1	26	180	3,120	129	1,560	22	18	82	9	1	45	120	1	....	....	....	1	300 00

Statistical Report of the School Districts in Cascade County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Meisenbaugh	1	22	118	1,847	88	649	18	20	90	6	1	20	40	....	....	....	....	1	400 00
Neil Creek	1	28	60	1,372	24	128	17	15	88	3	1	10	25	1	....	....	....	1	250 00
Bird Creek	1	24	126	2,624	87	378	18	20	90	6½	3	568	900	....	2	....	1	3	2,000 00
Belt	9	589	177	71,043	280	3,406	564	496	76	9½	2	24	50	1	....	....	....	1	500 00
Arrow Creek	1	26	120	3,060	49	104	22	20	90	6	1	15	30	1	....	....	....	1	200 00
Fleming	1	24	20	1,924	22	96	20	18	90	4	1	25	50	1	....	....	....	1	200 00
Hardy	1	22	60	1,354	14	66	20	16	82	3	1	10	15	1	....	....	....	1	300 00
Orr	.....	14	60	784	20	56	12	10	78	3	1	14	25	1	....	....	....	1	1:9 00
Cameron	9	9	77	365	15	42	7	8	92	5	1	67	350	1	....	....	....	1	4,000 00
Neihart	3	163	4,212	173	324	212	124	113	78	9	2	30	24	1	....	....	....	1	400 00
Belt Park	1	26	360	9,692	42	728	23	20	75	6	1	15	25	1	....	....	....	....	250 00
Yule	.....	7	60	356	16	64	6	7	94	4	2	30	75	1	....	....	....	1	500 00
Barker	1	32	174	5,220	42	348	27	29	92	9	1	10	20	1	....	....	....	1	300 00
Hepler	1	16	100	1,246	34	224	12	14	88	4	..	.....	.....	....	....	....	....	1	.....
Leland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	15	25	1	....	....	....	....	300 00
Swan	1	21	60	1,138	22	122	20	18	90	3	1	10	15	1	....	....	....	1	300 00
Boston Coulee	.....	22	160	2,122	16	78	21	19	88	3	1	20	40	....	....	1	....	1	500 00
North Willow	.....	24	100	2,314	24	86	20	21	92	5	1	10	15	1	....	....	....	1	300 00
Adell	.....	12	60	672	7	48	12	11	94	3	1	.....	.....	*	....	....	....	....	.....
Cooney	.....	20	60	1,163	18	47	18	18	90	3	1	.....	.....	*	....	....	....	....	.....
Burlingame	.....	16	80	1,216	14	64	15	13	88	4	..	.....	.....	1	....	....	....	....	250 00
New Century	1	14	.....	252	22	28	14	13	94	2	1	.....	.....	1	....	....	....	1	*
Totals	92	4,314	13,904	3,004,270	4,001	670,518	3,694	3,345	291	283	90	2,648	4,664	36	16	2	5	58	$227,239 00

* Rented.

Financial Report of the School Districts in Choteau County, Montana, for the Year Ending August 31, 1901.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Fort Benton	$2,253 95	$4,036 50	.....	$1,115 26	.....	.....	.....	$7,405 71
2	Highwood	397 87	828 00	.....	.....	.....	.....	$50 00	1,275 89
3	Lower Shonkin	229 14	379 50	.....	.....	.....	.....	.....	608 64
4	Shonkin	47 90	155 25	.....	.....	.....	.....	.....	203 15
5	Teton	364 87	483 00	.....	.....	.....	.....	.....	847 87
6	Teton	17 83	.....	.....	.....	.....	.....	.....	.....
7	Marias	49 52	327 75	.....	.....	.....	.....	.....	377 27
8	Upper Shonkin	465 17	517 50	.....	.....	.....	.....	.....	982 67
9	Lower Highwood	376 02	465 75	.....	.....	.....	.....	.....	841 77
10	Chinook	6,348 41	3,053 25	.....	478 00	.....	.....	.....	890 41
11	Big Sandy	200 41	690 00	.....	.....	.....	.....	902 50	10,308 94
12	Harlem	170 10	1,682 75	.....	.....	.....	.....	.....	1,852 85
13	Box Elder	342 00	845 25	.....	.....	.....	.....	.....	1,187 25
14	Cleveland	372 48	709 00	.....	.....	.....	.....	.....	1,081 48
15	Eagle Creek	555 07	603 75	.....	.....	.....	.....	.....	1,158 83
16	Havre	12 83	4,9[illegible]8 00	592 0[illegible]	.....	.....	.....	70 00	5,602 83
17	Paradise Valley	408 96	355 25	145 00	.....	$900 00	$12 50	56	1,822 27
18	Clear Creek	455 17	735 00	300 00	.....	.....	.....	.....	1,490 17
19	Belmont	48 75	.....	.....	.....	.....	.....	.....	48 75
20	Teton	419 46	345 00	.....	.....	.....	.....	.....	764 46
21	Savoy	134 01	404 00	300 00	.....	.....	.....	.....	538 01
22	Gold Butte	300 73	724 50	.....	.....	.....	.....	.....	1,025 23

Financial Report of the School Districts in Choteau County, Montana—Continued.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
23	Landusky	247 24	500 25						747 49
24	People's Creek	144 90	539 25						684 15
25	Cypress	26 40	310 50						336 90
26	Warrick	181 65	475 25						656 90
27	Whitlash	776 00	517 50						1,294 05
28	Highwood	212 84	310 50						523 34
29	East Chinook	173 83	448 50	200 00					822 33
30	Wagner	222 90	586 50						809 40
31	Marias		320 48						320 48
32	Marias		241 50						241 50
33	Chester		172 50						172 50
34	Maddux		214 60						214 60
35	Montauk		76 10						76 10
36	Yantic		147 70						490 50
....	Joint Dist. School House in Cascade County								
	Totals	$15,956 98	$27,130 13	$1,237 00	$1,120 04	$900 00	$12 50	$1,365 86	$47,722 51

Financial Report of the School Districts in Choteau County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Fort Benton	$2,270 75	$60 70	.....	$891 21	$549 53	$1,815 00	.....	$1,318 51	$7,405 71
2	Highwood	630 00	.....	$45 95	159 46	25 50	.....	.....	414 98	1,275 89
3	Lower Shonkin	550 00	24 32	.....	3 25	30 00	.....	.....	1 07	608 64
4	Shonkin	137 45	.....	.....	.....	.....	.....	.....	65 70	203 15
5	Teton	420 00	.....	63 25	185 75	8 20	.....	.....	170 67	847 87
6	Teton	.....	.....	.....	.....	.....	.....	.....	17 83	17 83
7	Marias	295 00	.....	.....	69 13	9 00	.....	.....	4 14	377 27
8	Upper Shonkin	297 50	35 28	64 62	.....	33 70	.....	.....	551 57	982 67
9	Lower Highwood	315 00	12 00	.....	11 60	35 75	.....	.....	467 42	841 77
10	Chinook	2,493 75	98 07	155 35	4,732 59	688 20	.....	180 00	1,960 98	10,308 94
11	Big Sandy	465 00	.....	.....	.....	75 45	.....	.....	349 96	890 41
12	Harlem	1,113 75	43 65	.....	292 78	211 68	.....	.....	190 99	1,852 85
13	Box Elder	600 00	24 30	80 00	88 81	24 80	.....	.....	350 04	1,187 25
14	Cleveland	525 00	20 00	60 00	.....	180 70	.....	.....	295 78	1,081 48
15	Eagle Creek	400 00	15 55	.....	.....	.....	.....	.....	578 47	1,158 83
16	Havre	3,403 75	62 52	702 33	563 56	854 90	.....	.....	15 77	5,602 83
17	Paradise Valley	315 00	.....	.....	.....	33 21	.....	.....	1,474 06	1,822 27
18	Clear Creek	495 00	.....	112 27	108 32	25 00	.....	.....	749 58	1,490 17
19	Belmont	.....	.....	.....	.....	.....	.....	.....	48 75	48 75
20	Teton	595 00	43 30	.....	.....	.....	.....	.....	126 16	764 46
21	Savoy	235 00	.....	72 55	.....	65 02	.....	.....	165 44	538 01
22	Gold Butte	432 50	.....	.....	540 86	36 05	.....	.....	15 82	1,025 23

Financial Report of the School Districts in Choteau County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
23	Landusky	400 00	.....	.....	46 35	54 70	.....	.....	246 44	747 49
24	People's Creek	252 75	.....	60 00	10 00	81 30	.....	.....	280 10	684 15
25	Cypress	225 00	.....	.....	15 00	.....	.....	.....	96 90	336 90
26	Warrick	350 00	.....	.....	28 00	61 90	.....	.....	217 00	656 90
27	Whitlash	312 50	40 00	89 50	.....	118 10	.....	.....	733 95	1,294 05
28	Highwood	250 00	.....	.....	263 63	.....	.....	.....	9 71	523 34
29	East Chinook	270 00	.....	37 70	270 00	93 00	134 90	.....	16 73	822 33
30	Wagner	356 00	.....	.....	79 04	118 91	.....	.....	255 45	809 40
31	Marias	225 00	.....	1 75	.....	.....	.....	.....	93 73	320 48
32	Marias	210 00	12 05	.....	6 00	.....	.....	.....	13 45	241 50
33	Chester	105 00	32 50	.....	30 45	.....	.....	.....	4 55	172 50
34	Maddux	112 50	2 35	.....	.....	.....	.....	.....	99 75	214 60
35	Montauk	.....	.....	.....	.....	.....	.....	.....	76 10	76 10
36	Yantic	.....	.....	4 60	377 90	.....	.....	.....	108 00	490 50
	Joint Dist., School House in Cascade County	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	$19,558 20	$526 39	$1,549 87	$8,773 69	$3,598 90	$1,949 90	$180 00	$11,585 56	$17,722 51

Statistical Report of the School Districts in Choteau County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of such Children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1901	3 No. of such children who attended private school or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Fort Benton	275	153	122	118	54	64	90	65		1, 1, 1, 3	151	87	23	1	3	4			10	
Highwood	57	27	30	14	7	7	70			2	27	17	10	1		1			9	
L. Shonkin	17	10	7	3	1	2	60	60		2, 2	9	8	1	1		1			8	
Highwood	15	6	9	9	5	4		45		1	9	8	1	1		1			2	
Teton	26	16	10	13	5	8		60	1	2	15	15			1	1			7	
Teton																				
Marias	23	14	9	11	4	7		50		1	9	6			1	1			5	
Upper Shonkin	35	25	10	9	7	2		50		1	24	17			1	1			6	
Lower Highwood	18	12	6	3	2	1		55		1	10	10			1	1			6	
Chinook	190	87	103	50	30	20	95	65		3, 2, 1, 1	135	83		1	3	4			8	
Big Sandy	41	19	22	22	13	9		60		4	20	20			1	1			7	
Harlem	117	63	54	44	26	18	65	60		1	61	20		1	1	2			9	
Box Elder	48	32	16	17	6	11		60		2	23	12			1	1			9	
Cleveland	46	27	19	21	9	12		50		1	18	13			1	1			8	
Eagle Creek	20	9	11	5	1	4		50		3	6	6			1	1			8	
Havre	356	169	187	155	74	91	110	70		4, 7, 2, 1	150	81		1	3	4			9	7
Paradise Valley	26	14	12	8	4	4		45	1	1	5	3			1	1			6	13
Clear Creek	53	32	21	15	8	7		45		1, 2, 1	32	27	4		3	3			9	
Phillips																				
Teton	20	6	14	8	6	2		50		2	6	2			1	1			8	
Savoy	18	9	9	12	6	6		45		1	8	8			1	1			5	
Gold Bute	57	27	30	25	8	17		50	1	1	32	25	4		2	2			7	

Statistical Report of the School Districts in Choteau County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of such children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Landusky	44	24	20	26	12	14	.....	50	.....	1	20	5	.....	....	1	1	....	....	8	....
People's Creek	27	15	12	16	10	6	.....	50	.....	1	18	4	2	....	1	1	....	....	5	7
Cypress	15	9	6	12	9	3	.....	45	.....	1	6	2	.....	....	1	1	....	....	5	....
Warrick	37	16	21	18	10	8	.....	50	1	1	17	12	.....	....	1	1	....	....	5	....
Whitlash	29	12	17	11	6	5	.....	55	.....	1	14	7	.....	....	1	1	....	....	5	10
Highwood	14	7	7	6	1	5	.....	50	1	1	6	2	.....	1	....	1	....	....	5	....
East Chinook	23	13	10	7	6	1	.....	45	.....	1	15	15	.....	....	1	1	....	....	6	....
Wagner	27	12	15	9	2	7	.....	50	.....	1	12	7	.....	....	1	1	....	....	4	....
Marias	20	7	13	7	3	4	.....	45	1	1	10	4	4	....	1	1	....	....	5	....
Marias	12	6	6	12	3	9	.....	45	1	1	7	2	.....	....	1	1	....	....	5	....
Chester	22	13	9	12	9	3	.....	50	.....	1	13	13	.....	....	1	1	....	....	3	....
Maddux	19	10	9	12	4	8	.....	50	.....	1	6	6	.....	....	1	1	....	....	4	....
Montauk	10	6	4	11	6	5	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Yantic	17	8	9	7	4	3	.....	45	1	1	.....	10	.....	....	1	1	....	....	3	....
Joint Dist. Cascade and Choteau	13	8	5	11	6	5	.....	50	.....	1	6	6	.....	1	....	1	....	....	5	....
Totals	1,787	923	864	749	367	382	81	52	8	73	950	564	48	8	39	47	....	....	617	....

Statistical Report of the School Districts in Choteau County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Ft. Benton	2	167	193	20,200½	278	2,017½	121	111	91	10	3	$600	$625	....	....	....	1	1	$40,000
Highwood	1	37	169	3,800	82	421	25	22.15	89	9	....	100	100	1	....	....	....	1	300
L. Shonkin	.....	9	173	653½	19	443	5	4	70	8	1	40	40	1	....	....	....	1	250
Highwood	1	12	40	354	.....	53	10	8.8	87	2	1	.....	.....	1	....	....	....	1	.....
Teton	.....	18	138	1,937	4	249	16	14.03	86	7	1	.....	50	....	1	....	....	1	500
Teton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	....	....	....	....	....	.....
Marias	.....	9	98	606	.....	62	8.2	6	94	5	1	5	.....	1	....	....	....	1	150
Upper Shonkin	.....	17	116	1,470½	.....	300	14	13	83	6	1	56	50	1	....	....	....	1	100
Lower Highwood	.....	14	119	1,294½	102	385½	13	10	77	6	....	.....	.....	1	....	....	....	1	200
Chinook	4	151	151	17,[illegible]6	738	1,440	124.9	114	92	8	2	400	300	....	....	....	1	1	10,000
Big Sandy	.....	39	143½	2,836½	453	461½	22.9	19.7	86	7	1	175	100	....	1	....	....	1	800
Harlem	.....	54	172	5,899	163	791	39	34.6	87	7	1	60	85	....	1	....	....	1	1,200
Box Elder	.....	30	173	2,966	12	266	20	18	90	9	1	100	60	....	1	....	....	1	110
Cleveland	.....	13	162	898	285	1,384	13.6	8	40	8	1	81	100	1	....	....	....	1	100
Eagle Creek	.....	13	154	957	5	60	6.6	6.2	90	8	1	30	15	....	1	....	....	1	150
Havre	.....	148	189	15,385	458	3,383	117	85	82	9	2	450	400	....	....	....	1	1	6,500
Paradise Valley	.....	12	135	927	6	364	10	6.8	71	6	1	56	30	1	....	....	....	1	75
Clear Creek	1	36	180	1,675	20	60	27	25	92	9	3	.....	.....	3	....	....	....	3	.....
Phillips	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	....	....	....	....	....	.....
Teton	1	9	156	1,082½	.....	51½	8.5	6.9	95	8	....	239	90	1	....	....	....	1	25
Savoy	.....	12	100	1,803	13	53	10	9	91	5	1	13	2	....	1	....	....	1	225
Gold Butte	.....	25	141	1,287	218	387	21	17	79	7	3	.....	6	....	2	....	....	2	.....

Statistical Report of the School Districts in Choteau County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Landusky	.....	11	160	907	.....	182	10	5.6	82	8	....	18	6	....	1	....	....	1	150
People's Creek	.....	9	106	501	.....	65	5.3	4.7	88	5	1	.....	.....	1	....	....	....	1	75
Cypress	.....	10	100	513½	20	41½	6.1	5.1	95	5	1	.....	.....	....	1	....	....	1	.....
Warrick	.....	18	77	861	80	91	16	11	90	5	2	134	66	1	....	....	....	1	.....
Whitlash	.....	13	110	780	18	138	11	8	82	5½	1	100	100	1	....	....	....	1	150
Highwood	.....	2	97	196	4	4	2	1.2	96	5	1	.....	.....	1	....	....	....	1	.....
East Chinook	.....	20	117	2,102	11	298	20	16	80	6	....	50	.....	....	1	....	....	1	920
Wagner	.....	9	87	532	58	136	7	6	80	4½	1	.....	.....	1	....	....	....	1	650
Marias	.....	10	112	691½	18	135½	6	5	83	5½	....	77	5	1	....	....	....	1	120
Marias	.....	7	100	536	33	56	6	4.8	89	5	1	.....	.....	....	1	....	....	....	150
Chester	.....	22	59	901	18	289	15	15	85	3	1	.....	.....	....	1	....	....	1	.....
Maddux	.....	14	45½	423½	32	.....	11.5	9	80	2¾	1	23	2	1	....	....	....	....	.....
Montauk	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	....	....	....	....	....	.....
Yantic	.....	19	37	436½	42	28½	12	11	94	2½	....	.....	.....	....	....	....	....	1	300
Joint District, Cascade and Choteau	.....	5	99	375	6	28	3.6	3.6	91	5	....	.....	.....	....	....	....	....	1	200
Totals	10	994	4,119	92,204	3,196	14,065½	765.7	625.18	90	203¾	35	2,807	2,226	19	13	....	3	35	13,400

Financial Report of the School Districts in Custer County, Montana, for the Year Ending August 31, 1901.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Miles City	$15,262 46	$20,299 50	$2,312 84					$37,874 80
3	Kircher	83 37	743 58						826 95
5	Terry	270 10	637 15	38 00	5 00				950 25
10	Pine Hills	241 26	481 14						722 40
11	Alzada	414 19	787 32	3 89					1,205 40
14	Carter Gulch	284 58	1,066 53						1,351 11
15	Ekalaka	10 61	747 96					$102 61	861 18
16	Hockett	39 25	291 60						330 85
18	Glenrock	22 99	364 50						387 49
20	Cedar	34 22	152 86						187 08
21	Chalk Buttes	23 38	116 64						140 02
22	Ridge	11 62	246 86						258 48
25	Sadie	79 22	364 50					34 05	477 77
26	Brandenburg	20 00	620 00						640 00
27	Capitol	51 33	481 14						532 47
29	Stacy		437 40						437 40
30	Fallon		277 02						277 02
31	Knowlton		160 00						160 00
32	Otter		43 60						43 60
	Totals	$16,848 58	$28,319 30	$2,354 73	$5 00			$136 66	$47,664 27

Financial Report of the School Districts in Custer County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Miles City	$10,057 11	$26 38	$1,064 20	$13,701 90	$9,201 61	.....	.....	$3,823 60	$37,874 80
3	Kircher	540 00	35 75	76 37	.....	23 70	.....	.....	151 13	826 95
5	Terry	450 00	.....	134 25	.....	57 80	.....	.....	308 20	950 25
10	Pine Hills	400 00	65 75	61 64	.....	11 00	.....	.....	184 01	722 40
11	Alzada	600 00	50 00	26 16	.....	38 00	.....	.....	491 24	1,205 40
14	Carter Gulch	725 00	.....	55 00	.....	123 39	.....	.....	447 72	1,351 11
15	Ekalaka	675 00	40 00	70 88	.....	75 30	.....	.....	.....	861 18
16	Hockett	200 00	.....	.....	51 00	.....	.....	.....	79 85	330 85
18	Glenrock	256 00	10 00	.....	.....	60	.....	.....	120 89	387 49
20	Cedar	.....	.....	.....	.....	.....	.....	.....	.....	187 03
21	Chalk Buttes	130 00	.....	.....	.....	.....	.....	.....	10 02	140 02
22	Ridge	180 00	11 62	.....	.....	6 50	.....	.....	60 36	258 48
25	Sadie	300 00	.....	.....	15 00	7 35	.....	.....	155 42	477 77
26	Brandenburg	600 00	.....	.....	.....	.....	.....	.....	40 00	640 00
27	Capitol	360 00	.....	.....	23 50	49 45	.....	.....	99 52	532 47
29	Stacy	350 00	51 95	.....	.....	4 50	.....	.....	30 95	437 40
30	Fallon	210 00	11 78	.....	.....	2 00	.....	.....	53 24	277 02
31	Knowlton	160 00	.....	.....	.....	.....	.....	.....	.....	160 00
32	Otter	.....	.....	.....	.....	.....	.....	.....	43 60	43 60
	Totals	$16,193 11	$303 23	$1,488 50	$13,791 40	$9,601 20	.....	.....	$6,286 83	$47,664 27

Statistical Report of the School Districts in Custer County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	Male	Female	Total			Months	Days
Miles City	713	366	347	345	179	166	170	68	1		457	400		1	20	21			134	
Kircher	52	29	23	9	6	3	60			2	40	30		1		1			9	
Terry	47	22	25	28	14	14		50		2	20	12	8		1	1		8	9	
Pine Hills	32	20	12	9	3	6		50		3	16	16			1	1			8	
Alzada	52	30	22	18	8	10	50	50		2	19			1	1	2			12	
Carter Gulch	76	45	31	46	22	24	75			1	21	20		1		1			10	
Ekalaka	72	38	34	44	19	25	75			1	53	40	13	1		1		13	9	
Hockett	18	10	8	7	1	6		50	1	1	10	9	1		1	1		1	4	
Glenrock	30	18	12	26	10	16		50		2	10	6	1		1	1		1	4	
Cedar	19	10	9	1		1					5									
Chalk Buttes	15	4	11	2	1	1		50		1	2	2				1			3	
Ridge	25	13	12	10	6	4		45		1	8	6			1	1			4	
Sadie	27	18	9	6	2	4		50			14	8	3		1	1		3	6	
Brandenburg	38	17	21	9	6	3		50		1	31				2	2			12	
Capitol	31	11	20	12	5	7		60		1	15	14			1	1			5	17
Stacy	45	20	25	21	15	6		50		1	32	15			1	1			7	
Fallon	20	8	12	12	6	6		35		1	4	4	5		1	1	1	5	6	
Knowlton	8	5	3	7	5	2		55		1	5	1	1		1	1		1	3	
Otter	19	13	6	41	15	26					9									
Totals	1,339	697	642	653	323	330	86.00	51.00	2	21	771	583	32	5	34	39	1	31	641	17

Statistical Report of the School Districts in Custer County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Miles City	10	688	60,000					410		134	30	1,500	1,000				2	2	$40,000
Kircher		30	2,961					18		9	2	123	100		1			1	850
Terry	1	35	3,629					22		9	3	460	192		1			1	1,500
Pine Hills		28	2,073					19		8	1	257	119		1			1	800
Alzada															2			2	1,6 0
Carter Gulch		45	2,471							10	1	90	62		1			1	500
Ekalaka	1	54	4,691					29		9	1	216	225		1			1	1,300
Hockett		11	751					10		4		12	10		1			1	200
Glenrock		13	720					9		4	1			1				1	25
Cedar														1				1	50
Chalk Buttes		2	120					2		3	1			1				1	50
Ridge		12	688							4		42	30	1				1	50
Sadie		13	717					6		6	1	1	10	1				1	50
Brandenburg																			
Capitol	1	21	1,924					17		5	1	64	36	1				1	600
Stacy		15	1,115					8		7	1			1				1	400
Fallon		6	120					4		6	1		11	1				1	20
Knowlton		7	81					2		3				1					
Otter																			
Totals	13	980	82,061					556		221	44	2,765	1,795	8		7	2	17	$47,9 5

Financial Report of the School Districts in Dawson County, Montana, for the Year Ending August 31, 1901.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to Districts during the year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Glendive	$909 33	$6,549 48	.....	.....	.....	.....	.....	$7,458 81
2	Belle Prairie	248 09	377 85	.....	.....	.....	.....	.....	625 94
3	Deer Creek	936 85	623 99	.....	.....	.....	.....	.....	1,560 84
4	Newlon	182 46	646 27	.....	.....	.....	.....	.....	828 73
5	Sidney	15 97	512 56	.....	.....	.....	.....	.....	528 53
6	Wibaux	326 44	1,855 06	.....	.....	.....	.....	.....	2,181 50
7	Tokna	415 02	289 71	.....	.....	.....	.....	.....	704 73
8	Allard	128 06	160 72	.....	.....	.....	.....	.....	288 78
9	Sherry*	3 89	445 70	.....	.....	.....	.....	.....	449 59
10	Bad Route	26 66	334 28	.....	.....	.....	.....	.....	360 94
11	Harley	381 76	757 70	.....	.....	.....	.....	.....	1,139 46
12	Ridgelawn	220 61	843 58	.....	.....	.....	.....	.....	1,064 19
13	Hayville	**	189 86	.....	.....	.....	.....	.....	189 86
	Total	$3,795 14	$13,586 76	.....	.....	.....	.....	.....	$17,381 90

* Joint with District No. 20 of Custer County.
** New district.

Financial Report of the School Districts in Dawson County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Glendive	$4,309 15	.....	.....	$646 11	$660 81	.....	$180 00	$1,662 74	$7,458 81
2	Belle Prairie	255 00	.....	.....	.....	23 05	.....	.....	347 89	625 94
3	Deer Creek	297 50	.....	.....	156 40	29 50	.....	.....	1,077 44	1,569 84
4	Newlon	395 00	.....	.....	17 67	36 50	.....	.....	379 56	828 73
5	Sidney	305 25	.....	70	41 15	6 [illegible]0	.....	.....	174 93	528 53
6	Wibaux	990 00	.....	19 45	103 50	253 25	.....	.....	815 30	2,181 50
7	Tokna	120 00	.....	.....	.....	13 00	.....	.....	571 73	704 73
8	Allard	245 00	.....	.....	.....	32 20	.....	.....	11 58	288 78
9	Sherry	356 25	.....	.....	2 75	20 75	.....	.....	69 84	449 59
10	Bad Route	240 00	.....	.....	.....	.....	.....	.....	120 94	360 94
11	Harley	382 50	.....	.....	.....	70 95	.....	.....	686 01	1,139 46
12	Ridgelawn	300 00	*179 01	.....	304 31	113 43	.....	.....	167 44	1,064 19
13	Hayville	120 00	.....	.....	10 50	.....	.....	.....	59 36	189 86
	Totals	$8,315 65	$179 01	20 15	1,282 39	1,259 94	.....	$180 00	$6,144 76	$17,381 90

* Set off to District 13.

Statistical Report of the School Districts in Dawson County, Montana, for the Year Ending August 31, 1901.

NAME OF DISTRICT	CENSUS For Apportionment of Public Funds: Number of Children between the ages of 6 and 21 years	Male	Female	Under 6 years of age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District September 20, 1901	2 No. of Such Children who attended the District School at least 12 weeks during the year ending August 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Glendive	310	173	137	170	87	83	$125	$370	.....	*	145	145	.....	1	6	7	....	....	9	....
Belle Prairie	15	4	11	16	5	11	.....	42½	.....	1	6	6	.....	....	1	1	....	....	6	....
Deer Creek	18	13	5	6	6	.....	.....	46⅔	.....	1	18	7	6	....	1	1	1	6	6	10
Newlon	24	12	12	8	3	5	50	.....	.....	1	11	11	.....	1	1	1	....	....	7	18
Sidney	29	20	9	14	9	5	50	45	.....	1	9	9	.....	1	1	1	....	....	6	9
Wibaux	94	50	44	51	26	25	.....	110	.....	3	42	37	5	....	2	2	1	5	9	....
Tokna	11	7	4	8	4	4	.....	40	.....	1	7	4	.....	....	1	1	....	....	3	....
Allard	.....	.....	.....	2	1	1	.....	35	.....	1	.....	4	.....	....	1	1	....	....	7	....
Sherry	31	20	11	10	5	5	.....	40	.....	3	18	14	.....	....	2	2	....	....	8	....
Bad Route	23	12	11	12	3	9	.....	40	.....	1	23	8	2	....	1	1	1	2	8	....
Harley	37	17	20	11	5	6	.....	45	.....	2	18	12	1	....	1	1	....	....	6	....
Ridgelawn	36	16	20	13	6	7	.....	50	.....	2	16	16	.....	1	....	1	....	....	5	16
Hayville	23	17	6	10	6	4	.....	40	.....	1	5	1	.....	....	1	1	....	....	2	19
Totals	651	361	290	331	166	165	$75 00	$50 20	2	24	318	274	14	5	16	21	3	13	85	72

* 4, 1 year. 1, 2 years. 1, 9 years.

Statistical Report of the School Districts in Dawson County, Montana—Continued.

DISTRICT	Number of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total Number Days Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	Number of Months of School	Number of Visits by County Superintendents	District Libraries: Number of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Glendive	5	280	34,545	34,545	78	2,086	226	218	94½	9	12	350	$500	....	....	....	....	....	15,500 00
Belle Prairie	2	8	544	544	65	46	5	5	89	6	2	.....	.....	....	....	....	....	....	40 00
Deer Creek	1	9	1,847	1,847	6	251	6	6	88	6½	1	.....	.....	....	....	....	....	....	700 00
Newlon	1	15	1,426	1,481	.....	575	11	9	71	8	1	.....	.....	....	....	....	....	....	500 00
Sidney	1	15	1,481	1,426	.....	575	11	9	71	8	1	.....	.....	....	....	....	....	....	40 00
Wibaux	.....	64	5,300	5,300	85	196	64	58	95	9	1	175	75	....	....	....	....	....	2,150 00
Tokna	1	7	268½	268½	22	19½	5	4	93	3	1	.....	.....	....	....	....	....	....	40 00
Allard	.....	4	505	505	8	12	4	4	98	7	1	.....	.....	....	....	....	....	....	40 00
Sherry	.....	18	1,066½	1,066½	12	196½	12	8	84	8	1	.....	.....	....	....	....	....	....	50 00
Bad Route	.....	8	589	589	7	12	7	7	98	8	....	.....	.....	....	....	....	....	....	40 00
Harley	.....	29	1,161	1,161	64	244	22	21	83	6	2	1	10	....	....	....	....	....	150 00
Ridgelawn	1	28	2,433	2,433	.....	323	20	20	90	6	1	1	4	....	....	....	....	....	450 00
Hayville	.....	8	283	283	17	52	6	5	84	3	....	.....	.....	....	....	....	....	....	150 00
Totals	.....	493	51,449	51,449	381	4,183	403	377	88	89	24	527	$589	9	4	....	1	14	17,850 00

Financial Report of the School Districts in Deer Lodge County, Montana, for the year ending August 31, 1901

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportionod to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Dry Cottonwood	$31	$84 48	$14 89	.....	.....	.....	$76 86	$176 45
3	Cable	29	274 56	48 10	.....	.....	.....	249 80	572 75
4	Warm Springs	1 87	475 20	83 25	.....	.....	.....	432 34	9 8 82
5	Lost Creek	139 39	633 60	111 00	.....	.....	.....	576 45	1,460 44
6	Willow Glen	330 86	538 56	94 35	.....	.....	.....	489 98	1,453 75
7	Modesty	72 99	295 68	51 80	.....	.....	.....	269 01	689 48
8	Blue Eyed Nellie	457 16	369 60	64 75	.....	.....	.....	336 26	1,227 77
9	Stuart	12 36	253 44	44 40	.....	.....	.....	230 58	540 78
10	Anaconda	1,197 13	23,041 92	4,036 70	7 014 90	.....	.....	30,124 31	65,414 96
11	Willow Creek	171 30	549 12	96 20	.....	.....	.....	499 59	1,316 21
	Totals	$2,379 92	$27,128 64	$4,645 35	$7,014 90	.....	.....	$33,285 18	$73,841 51

Financial Report of the School Districts in Deer Lodge County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Dry Cottonwood	$100 00				$3 75			$72 70	$176 45
3	Cable	300 00				20 05			252 70	572 75
4	Warm Springs	520 00				28 05			440 87	988 92
5	Lost Creek	540 00			81 85	21 25			817 34	1,460 44
6	Willow Glen	495 00			50 40	19 50			888 85	1,453 75
7	Modesty	255 00				6 95			427 53	689 48
8	Blue-Eyed Nellie	326 50			10 00	14 00			867 27	1,227 77
9	Stuart	354 00			23 05	11 50			152 23	540 78
10	Anaconda	26,292 15		897 08	1,617 71	8,576 46		$8,112 56	20,919 00	65,414 96
11	Willow Creek	369 65				19 95			926 61	1,316 21
	Totals	29,562 30		$897 08	$1,783 01	$8,721 46		$8,112 56	$25,765 10	$73,841 51

Statistical Reports of the School Districts in Deer Lodge County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught	Statistics Relating to Compulsory Education			No. of Teachers Employed at the same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children between 8 and 14 years of age residing in the District September 20, 1901	2 No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	Male	Female	Total			Months	Days
Dry Cottonwood	8	4	4	3	1	2	.....	33⅓	.....	1	6	.....	.....	....	1	1	....	....	2	16
Cable	21	13	8	13	8	5	.....	50	.....	1	12	.....	.....	....	1	1	....	....	6	....
Warm Springs	38	17	21	18	7	11	.....	65	.....	1	16	.....	.....	....	1	1	....	....	7	16
Lost Creek	65	36	29	31	14	17	65	.....	.....	1	33	.....	.....	1	....	1	....	....	8	11
Willow Glen	30	15	15	11	7	4	.....	60	.....	1	12	.....	.....	....	1	1	....	....	4	3
Modesty	37	23	14	14	7	7	65	.....	.....	1	18	.....	.....	1	....	1	....	....	4	....
Blue-Eyed Nellie	43	25	18	30	21	9	65	.....	.....	1	24	.....	.....	1	....	1	....	....	4	....
Stuart	27	8	19	16	4	12	....	60	.....	1	12	.....	.....	1	....	1	....	....	2	16
Anaconda	2,528	1,234	1,294	1,615	834	781	141	.....	.....	.....	1,203	.....	.....	3	33	36	....	....	8	8
Willow Creek	44	21	23	19	8	1	.....	.....	.....	2	23	.....	.....	1	....	1	....	....	3	18
Strickland (Joint)	11	7	4	3	2	1	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Quinlan (Joint)	4	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Totals	2,856	1,405	1,451	1,773	913	860	90	53 60	.....	10	1,3 9	.....	.....	6	39	45	....	....	4.47	..

Statistical Report of the School Districts in Deer Lodge County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendents	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Dry Cottonwood	.....	7	56	227	8	91	5.67	4.05	71.38	3	1	.....	.....	1	..	....	....	1	150
Cable	.....	13	117	639	22	43	11.65	10.92	93.60	6	4	.....	.....	1	1	....	....	2	100
Warm Springs	.....	23	156	2,633	69	543	19.07	16.87	88.47	8	1	.....	25	1	....	....	....	1	55
Lost Creek	.....	51	171	6,606	153	495	41.52	38.63	93.02	9	2	250	400	....	....	....	1	1	1,200
Wilow Glen	.....	12	83	756	15	101	10.32	9.10	88.21	4	2	172	125	....	1	....	....	....	1,600
Modesty	.....	17	80	1,009½	....	144½	14.42	10.61	87.43	4	....	26	50	1	....	....	....	1	300
Blue-Eyed Nellie	.....	36	80	1,997	108	500	26.31	23.71	94.86	4	1	.....	.....	1	....	....	....	1	100
Stuart	.....	11	56	477	....	26	8.98	8.50	94.83	9	1	.....	.....	....	....	....	1	1	1 575
Anaconda	.....	1,837	4,996	209,581	2478	15,362	1372.80	1276.00	93.17	3	1	.....	327	2	....	....	5	1	107,200
Willow Creek	.....	26	78	1,465	18	381	23.66	18.78	79.36	4	2	72	125	....	1	....	....	1	1,000
Strickland (Joint)	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	.....	.....	....	....	....	....	....	.....
Quinlan (Joint)	.....	.....	.....	.....	....	.....	.....	.....	.....	....	....	.....	.....	....	....	....	....	....	.....
Totals	.....	2,033	5,873	225,390½	2871	17,486½	1,534.40	1,439.17	88.43	54	15	420	1,002	7	3	....	7	17	$1,132 80

Financial Report of the School Districts in Fergus County, Montana, for the Year Ending Aug. 31, 1901.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Lewistown	$552 80	$8,271 17		$6,839 58			$352 00	$16,015 55
2	Philbrook	12 85	307 25						320 10
3	Maiden	149 69	1,007 78						1,157 47
4	Cottonwood	11 63	221 22						232 85
5	Fort Maginnis	1,006 99	1,450 22						2,457 21
6	Ubet	104 92	970 91						1,075 83
7	Denton	219 09	344 12						563 21
8	Beaver Creek	517 80	479 31						997 11
9	Utica	371 11	1,167 55					532 00	2,070 66
10	Trout Creek	213 73	368 70						582 43
11	Moccasin	234 74	417 86					53 90	706 50
12	Sanford	39 44	307 25						346 69
13	Ross Fork	462 92	503 89						966 81
14	South Moccasin	150 01	331 83					84	482 68
15	Deerfield	743 48	245 80						989 28
16	Everson	150 64	147 48						298 12
17	Highfield	215 54	393 28						608 82
18	Upper Cottonwood	164 47	614 50					11 40	790 37
19	Upper Beaver Creek	62 44	233 51					1 50	297 45
20	Pleasant Valley	30 77	270 38						301 15

Financial Report of the School Districts in Fergus County, Montana—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Borrowed	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
21	Forest Grove	472 18	516 18						988 36
22	Upper Rock Creek	387 76	368 70						756 46
23	Musselshell	255 52	319 54						575 06
24	Gilt Edge	568 50	1,708 31		189 84				2,466 65
25	Gunton	78 93	110 61						189 54
26	Flatwillow	67 24	184 35						251 59
27	Grass Range	206 25	479 31						685 56
28	Warm Spring	28 29	98 32						126 61
29	Armells	155 38	208 93						364 31
30	Elso	62 03	135 19						197 22
31	Lower Beaver Creek	29 15	417 86						447 01
32	Irene	133 21	282 67						415 88
33	Rock Creek Bench	69 40	454 73						524 13
34	Upper Wolf Creek	77 21	258 09						335 30
35	Long		282 67						282 67
36	Knerrville								
37	Kendall								
	Totals	$8,006 11	$23,879 47		$7,029 42			$951 64	$39,866 64

Financial Report of the School Districts in Fergus County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Lewistown	$5,945 05	$49 85	.....	$6,719 48	$1,838 67	.....	$1,380 00	$82 50	$16,015 55
2	Philbrook	299 80	.....	.....	.....	1 20	.....	.....	19 10	320 10
3	Maiden	735 00	.....	.....	74 00	100 85	.....	.....	247 62	1,157 47
4	Cottonwood	90 00	.....	.....	.....	.....	.....	.....	142 85	232 85
5	Fort Maginnis	1,360 00	30 00	7 00	.....	33 60	.....	.....	1,026 41	2,457 21
6	Ubet	792 50	15 80	.....	.....	118 99	.....	.....	148 54	1,075 83
7	Denton	250 00	.....	63 00	.....	15 00	.....	.....	235 21	563 21
8	Beaver Creek	515 00	10 00	.....	.....	26 80	.....	.....	445 31	997 11
9	Utica	1,275 00	5 50	63 00	.....	200 77	.....	300 00	226 39	2,070 66
10	Trout Creek	260 00	3 12	.....	.....	27 75	.....	.....	291 56	582 43
11	Moccasin	225 35	3 15	.....	.....	94 07	.....	.....	383 93	706 50
12	Stanford	227 50	.....	.....	10 00	14 59	.....	.....	94 60	346 69
13	Ross Fork	645 00	11 55	24 30	2 00	51 35	.....	.....	232 61	966 81
14	South Moccasin	350 00	.....	41 85	42 34	34 97	.....	.....	13 52	482 68
15	Deerfield	300 00	5 00	.....	.....	25 25	.....	30 00	629 03	989 28
16	Everson	182 59	.....	.....	.....	.....	.....	.....	115 62	298 12
17	Highfield	150 00	.....	.....	35 00	.....	.....	.....	423 82	608 82
18	Upper Cottonwood	420 00	10 00	.....	106 75	5 00	.....	.....	248 62	790 37
19	Upper Beaver Creek	200 00	37 41	.....	.....	28 50	.....	.....	31 54	297 45
20	Pleasant Valley	269 50	.....	.....	.....	31 50	.....	.....	15	301 15

Financial Report of the School Districts in Fergus County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
21	Forest Grove	440 00	.....	.....	.....	282 23	.....	.....	266 13	988 36
22	Upper Rock Creek	350 00	.....	.....	.....	70 48	.....	.....	335 98	756 46
23	Musselshell	357 60	.....	.....	.....	9 10	.....	.....	208 36	575 06
24	Gilt Edge	1,300 00	.....	.....	182 43	488 85	.....	.....	495 37	2,466 65
25	Gunton	50 00	.....	.....	.....	.....	.....	.....	139 54	189 54
26	Flatwillow	179 21	.....	.....	.....	8 55	.....	.....	63 83	251 59
27	Grass Range	525 00	20 70	.....	.....	68 55	.....	.....	71 31	685 56
28	Warm Spring	100 00	.....	.....	.....	.....	.....	.....	26 61	126 61
29	Armells	135 00	.....	.....	.....	2 20	.....	.....	227 11	364 31
30	Elso	160 00	.....	.....	.....	.....	.....	.....	37 22	197 22
31	Lower Beaver Creek	307 50	12 50	63 00	.....	61 42	.....	.....	2 59	447 01
32	Irene	185 00	.....	.....	.....	1 35	.....	.....	222 53	415 88
33	Rock Creek Bench	137 50	.....	.....	.....	15 15	.....	.....	371 48	524 13
34	Upper Wolf Creek	250 00	.....	.....	.....	5 00	.....	.....	80 30	335 30
35	Long	80 00	5 00	.....	.....	21 05	.....	.....	176 62	282 67
36	Knerrville	.....	.....	.....	.....	.....	.....	.....	.....	.....
37	Kendall	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	$19,049 01	$219 58	$262 15	$7,172 00	$3,689 99	.....	$1,710 00	$7,763 91	$39,866 64

Statistical Report of the School Districts in Fergus County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1. No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2. No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3. No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Lewistown	737	369	368	274	137	137	125	62	1	2	397	213		1	7	8			9	
Philbrook	25	10	15	12	7	5	55			2	14	14		1		1			6	
Maiden	83	28	55	5	2	3		57		2	45	20			2	2			10	
Cottonwood	15	8	7	2	2			40		2	7	7			1	1			4	
Maginnis	111	62	49	43	16	27	60	60		1	55	38		2	1	3			5	
Ubet	96	49	47	32	16	16	50			2	49	28		1	1	2			6	
Denton	27	12	15	8	3	5		50		1	16	14			1	1			6	
Beaver Creek	39	20	19	17	11	6	50	50		1	26	21		1		1			6	10
Utica	96	49	47	20	10	10	70	55		2	53	43		1	1	2			9	
Trout Creek	36	16	20	8	4	4		50		1	19	9			1	1			3	
Moccasin	33	15	18	17	7	10		45		2	19	22			1	1			3	6
Stanford	36	24	12	16	8	8		55		2	21	15			1	1			7	
Ross Fork	41	23	18	13	7	6	60			1	16	11		1		1			6	
South Moccasin	23	9	14	5	2	3		50		1	8	7	1		1	1			7	
Deerfield	26	18	8	6	3	3	50			1	10	10		1		1			4	
Everson	21	10	11	21	9	12	40			2	12	8		1		1			4	
Highfield	36	20	16	19	8	11		50		1	21	17	10		1	1	2	12	6	
Upper Cottonwood	48	26	22	19	10	9		50		1	36	16			1	1			6	
Upper Beaver Creek	29	18	11	9	5	4		50		1	15	12		1		1			3	
Pleasant Valley	26	10	16	5	5			50		1	15	13			1	1			5	
Forest Grove	47	31	16	14	6	8		55		1	28	12			1	1			6	

Statistical Report of the School Districts in Fergus County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of School Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
											1	2	3							
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	Male	Female	Total			Months	Days
Upper Rock Creek	38	15	23	13	4	9	.....	50	.....	1	21	6	.....	....	1	1	....	....	6	20
Musselshell	28	14	14	12	9	3	.....	45	.....	2	18	11	.....	....	1	1	....	....	6	....
Gilt Edge	137	73	64	79	26	53	70	65	.....	1	70	67	.....	2	1	3	....	....	6	....
Halbert	10	3	7	6	3	3	.....	50	.....	1	4	4	.....	....	1	1	....	....	5	....
Flatwillow	17	11	6	14	7	7	.....	50	.....	1	7	5	.....	....	1	1	....	....	4	....
Grass Range	41	25	16	4	2	2	.....	50	.....	1	13	11	.....	....	1	1	....	....	6	....
Warm Spring	8	3	5	7	3	4	.....	50	.....	1	5	5	.....	....	1	1	....	....	1	....
Wilder	18	13	5	2	.....	2	.....	50	.....	2	7	3	.....	....	1	1	....	....	3	....
Elso	11	8	3	12	8	4	50	50	.....	1	6	3	.....	1	....	1	....	....	3	....
Lower Beaver Creek	40	19	3	21	8	13	.....	50	.....	1	27	23	.....	....	1	1	....	....	6	15
Irene	17	9	8	6	1	5	.....	50	.....	1	10	8	.....	....	1	1	....	....	3	....
Rock Creek Bench	34	17	17	11	6	5	50	.....	.....	1	15	12	.....	1	....	1	....	....	5	....
Upper Wolf Creek	20	6	14	6	1	5	.....	50	.....	1	9	5	.....	....	1	1	....	....	5	....
Long	21	12	9	10	4	6	.....	40	1	1	8	8	.....	....	1	1	....	....	3	....
Knerrville	13	4	9	3	1	2	.....	.....	1	.....	3	*	.....	....	....	....	....	....	....	....
Kendall	58	31	27	.....	.....	.....	.....	.....	.....	.....	32	**	.....	....	....	....	....	....	....	....
Total	2,151	1,090	1,061	671	261	410	$61	$51	3	46	1,037	721	11	15	34	49	2	12	183	5.3

* No apportionment: held private school for three months.
** District organized September 11, 1901.

Statistical Report of the School Districts in Fergus County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number of Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Lewistown	3	471	53,342	53,342	87	8,378	354	323	75	9	20	600	$400	1	2	....	2	5	$35,500
Philbrook	1	24	2,012	2,012	166	272	22	17	92	6	2	.....	.....	1	....	....	....	1	400
Maiden	.....	59	2,505	2,505	100	659	37	31	83	10	2	70	50	....	2	....	....	2	300
Cottonwood	.....	10	325	325	.....	53	6	4	86	4	1	.....	.....	....	1	....	....	1	1,000
Maginnis	.....	39	2,353	2,353	157	421	30	24	90	5	3	60	40	3	1	....	....	4	900
Ubet	.....	39	3,818	3,818	.....	.....	33	29	84	6	2	150	100	....	1	....	....	1	1,300
Denton	.....	19	834	834	4	152	8	7	84	6	1	.....	.....	....	2	....	....	2	400
Beaver Creek	.....	34	3 148	3,148	12	229	22	20	78	6	1	20	10	1	....	....	....	1	400
Utica	1	72	8,500	8,500	159	1,200	50	44	87	9	2	36	50	....	1	....	....	1	5,000
Trout Creek	.....	22	1,582	1,582	.....	.....	20	13	90	3	1	50	25	....	1	....	....	1	600
Moccasin	.....	23	1.600	1,600	34	170	20	18	90	3	1	.....	.....	1	....	....	....	1	300
Stanford	.....	19	1,252	1,252	18	168	17	13	88	7	2	.....	.....	1	1	....	....	2	300
Ross Fork	.....	15	1,698	1,698	28	271	15	13	86	6	1	20	10	1	....	....	....	1	200
South Moccasin	.....	19	1,915	1,915	.....	95	15	14	95	7	1	20	10	1	....	....	....	1	200
Deerfield	.....	13	920	920	.....	50	13	12	94	4	1	.....	.....	....	1	....	....	1	500
Everson	.....	8	511	511	32	40	8	7	93	4	....	50	25	1	....	....	....	1	200
Highfield	.....	17	1,200	1,200	.....	.....	12	9	80	6	1	20	10	1	....	....	....	1	200
Upper Cottonwood	.....	30	1,428	1,428	.....	.....	29	22	74	6	1	20	10	1	....	....	....	1	200
Upper Beaver Creek	.....	22	1.199	1,199	83	201	17	16	92	3	1	.....	.....	1	....	....	....	1	300
Pleasant Valley	.....	20	1,036	1,036	48	409	18	17	70	5	1	20	10	....	1	....	....	1	600
Forest Grove	.....	14	1,578	1,578	94	102	9	9	94	6	1	.....	.....	....	1	....	....	1	1,000

Statistical Report of the School Districts in Fergus County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Upper Rock Creek		13	330	330	12	87	7	6	78	6	1			1				1	200
Musselshell		15	821	821	12	102	15	13	89	6	1			1				1	200
Gilt Edge		123	8,417	8,417	420	1,435	87	71	86	6	1								
Halbert		8	713	713	35	188	7	5	72	3	1	10	12	1				1	100
Flatwillow		9	440	440	1	134	8	6	76	4				1				1	100
Grass Range		14	1,175	1,175	31	138	13	10	84	6	1	10	5	1				1	200
Warm Spring		9	332	332			7	7	90	1	1				1			1	100
Wilder		5	73	73			5	5	100	3		10	5	1				1	100
Elso		10	489	489	1		10	10	95	3	1			1				1	100
Lower Beaver Creek		32	2,988	2,988	54	148	30	26	84	6	1	20	10	1				1	400
Irene		16	483	483	18	677	8	6	54	3	1			1				1	300
Rock Creek Bench		20	1,361	1,361	64	158	18	15	89	5	1			1				1	350
Upper Wolf Creek		13	979	979		11	11	10	96	5		40	20	1				1	50
Long		14	658	658	18	128	12	10	83	3	1	10	5	1				1	250
Knerrville														1				1	50
Kendall														1				1	
Totals		1,290	112,015	112,015	1,688	16,076	893	832	2,981	81	57	1,236	807	28	16		2	46	52,300

Financial Report of the School Districts in Flathead County, Montana, for the Year Ending August 31, 1901.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Bad Rock (1900)	$534 81	$627 20					$231 00	$1,393 01
2	Deer Park	180 29	467 50						647 79
3	Fairview (1899)	3 44	307 44	42 00	275 06			12 95	640 89
4	Swan River	1 80	355 30						357 10
5	Kalispell	1,329 53	7,716 10		1,957 89	10,000 00	1,216 40		22,219 92
6	Columbia Falls	464 35	1,458 60		3,012 42			250 00	5,185 37
7	Spring Creek	123 85	542 30					5 00	671 15
8	Sparks	130 12	121 80					420 50	672 42
9	Creston	2 62	533 60						536 22
10	Cayuse Prairie	63 56	341 25					25 15	429 96
11	Eagan	52 66	561 00		79 48			52 40	745 54
12	Pleasant View (1900)	82 12	291 60					21 58	395 30
13	Brocken	638 66	205 70					51 81	896 17
14	Demersville (1900)	70 45	307 80						378 25
15	Helena Flats	829 90	835 35						1,665 25
16	Pine Grove	204 79	383 35						588 14
17	Half Moon	240 06	850 85					21 03	1,111 94
18	Timberline		149 60						149 60
19	Valentine	14 53	168 30					37 00	219 83
20	Sedan (1900)	101 72	307 80						409 52
21	Libby	298 29	1,533 40		491 61			600 00	2,923 30

Financial Report of the School Districts in Flathead County, Montana—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Borrowed	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
22	Tobacco	276 20	564 75						840 95
23	Troy (1900)	112 15	267 30		188 81				568 26
24	Dayton	103 99	299 20						403 19
25	Glen (1900)	44 11	179 33						223 44
26	Batavia	52 51	617 10						669 61
28	Selish (1900)	222 17	245 96					32 10	500 23
29	McGovern	199 77	336 60		3 33				539 70
30	Lakeside	87 89	196 35						284 24
31	Echo (1900)	3 60	356 40		171 93			10 74	542 67
32	Sylvanite (1900)	51 79	121 50						173 29
33	Stillwater	60 00	126 35	39 90				81 23	307 48
34	Kuhn's (1900)							84 14	84 14
35	Loring (New)		130 50						130 50
	Totals	$6,581 73	$21,507 18	$81 90	$6,180 53	$10,000 00	$1,216 40	$1,936 63	$47,504 37

Financial Report of the School Districts in Flathead County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Bad Rock (1900)	$537 00	.....	$39 49	$275 99	$15 75	.....	.....	$524 78	$1,393 01
2	Deer Park	277 56	.....	.....	23 05	12 50	.....	.....	334 74	647 79
3	Fairview (1899)	415 00	.....	12 00	17 28	25 00	.....	90 00	9 61	640 89
4	Swan River	320 00	.....	.....	37 10	.....	.....	.....	.....	357 10
5	Kalispell	6,930 00	250 00	.....	3,598 81	1,119 42	.....	1,200 00	9,121 69	22,219 92
6	Columbia Falls	1,261 25	.....	.....	25 20	403 65	2,500 00	675 00	320 27	5,185 37
7	Spring Creek	329 00	56 25	.....	31 00	63 00	.....	.....	191 90	671 15
8	Sparks	277 75	.....	55 50	.....	32 60	.....	.....	306 57	672 42
9	Creston	320 00	.....	.....	2 25	40 70	.....	.....	173 27	536 22
10	Cayuse Prairie	250 00	.....	.....	.....	24 34	.....	.....	155 62	429 96
11	Eagan	310 50	.....	.....	180 60	30 17	.....	60 00	164 27	745 54
12	Pleasant View (1900)	375 00	.....	.....	.....	16 32	.....	.....	3 98	395 30
13	Brocken	120 00	.....	.....	530 06	.....	.....	30 00	216 11	896 17
14	Demersville (1900)	240 00	.....	.....	.....	65 59	.....	.....	72 75	378 25
15	Helena Flats	350 00	25 00	10 00	21 00	127 71	.....	42 00	1,089 54	1,665 25
16	Pine Grove	442 75	.....	1 85	52 20	58 55	.....	.....	32 79	588 14
17	Half Moon	534 25	20 00	3 00	196 68	.....	.....	.....	358 01	1,111 94
18	Timberline	120 00	.....	50	.....	17 10	.....	.....	12 00	149 60
19	Valentine	210 00	.....	.....	.....	.....	.....	.....	9 83	219 83
20	Sedan (1900)	240 00	.....	.....	24 00	58 37	.....	.....	87 17	409 52
21	Libby	1,370 00	.....	223 97	301 00	624 74	.....	210 00	193 59	2,923 30

Financial Report of the School Districts in Flathead County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
22	Tobacco	310 00	.....	.....	65 84	40 50	.....	.....	424 61	840 95
23	Troy (1900)	417 00	8 25	.....	.....	33 25	.....	.....	109 76	568 26
24	Dayton	120 00	.....	.....	125 55	.....	.....	.....	157 64	403 19
25	Glen (1900)	115 00	.....	.....	.....	.....	.....	.....	108 44	223 44
26	Batavia	285 00	.....	16 30	168 60	57 60	.....	.....	142 11	669 61
28	Selish (1900)	280 00	.....	.....	.....	26 10	.....	42 00	152 13	500 23
29	McGovern	238 00	.....	.....	112 00	.....	.....	.....	189 70	539 70
30	Lakeside	160 00	.....	.....	12 55	7 50	.....	.....	104 19	284 24
31	Echo (1900)	349 22	.....	30 00	96 00	25 45	.....	42 00	257 00	542 67
32	Sylvanite (1900)	160 00	.....	.....	.....	12 79	.....	.....	50	173 29
33	Stillwater	200 00	8 50	30 00	66 53	2 45	.....	.....	.....	307 48
34	Kuhn's (1900)	.....	.....	.....	.....	.....	.....	.....	84 14	84 14
35	Loring (New)	80 00	.....	.....	.....	.....	.....	.....	50 50	130 50
	Totals	$17,974 22	$368 00	$422 61	$5,963 29	$2,941 04	$2,500 00	$2,391 00	$15,159 21	$47,504 37

Statistical Report of the School Districts in Flathead County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of such Children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1901	3 No. of such children who attended private school or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Bad Rock	95	46	49	29	11	18	.....	50	.....	2	*59	55	.....	....	2	2	....	....	*5	16
Deer Park	51	24	27	22	13	9	.....	42½	.....	2	25	18	2	....	1	1	....	....	6	8
Fairview	59	26	33	19	10	9	.....	43	.....	1	16	16	.....	1	1	1	....	....	*5	16
Swan River	45	20	25	13	6	7	.....	40	.....	3	25	18	.....	....	1	1	....	....	8	17
Kalispell	959	498	461	1,440	752	688	100	63	1	1	652	364	.....	1	12	13	1	....	9	....
Columbia Falls	167	79	88	70	43	27	.....	87½	.....	2	103	97	.....	....	3	3	....	....	7	13
Spring Creek	60	30	30	88	43	45	42½	.....	.....	2	34	29	.....	1	....	1	....	....	7	10
Sparks	66	38	28	85	45	40	.....	45	.....	1	29	29	.....	....	1	1	....	....	6	10
Creston	57	30	27	75	37	38	50	40	.....	1	30	30	.....	1	1	1	....	....	7	3
Cayuse Prairie	45	23	22	76	35	41	42½	.....	.....	1	28	20	.....	1	....	1	....	....	5	16
Eagan	70	38	32	45	24	21	.....	45	.....	2	25	25	.....	....	1	1	....	....	7	....
Pleasant View	62	30	32	26	16	10	.....	40	.....	1	23	23	.....	....	1	1	....	....	5	17
Brocken	39	24	15	25	11	14	.....	40	1	1	17	17	.....	....	1	1	1	24	2	19
Demersville	40	24	16	10	2	8	.....	40	.....	1	22	22	.....	....	1	1	....	....	7	14
Helena Flats	79	47	32	28	12	16	.....	50	.....	2	42	42	.....	....	1	1	....	....	6	16
Pine Grove	56	35	21	25	11	14	.....	50	.....	3	25	10	15	....	1	1	1	15	8	15
Half Moon	107	58	49	57	26	31	55	40	.....	6	56	56	.....	1	1	2	....	74	9	....
Timberline	19	10	9	9	5	4	40	.....	.....	1	5	4	.....	1	....	1	....	....	2	18
Valentine	19	9	10	3	1	2	.....	35	.....	1	10	8	.....	....	1	1	....	....	5	19
Sedan	69	35	34	31	20	11	40	.....	.....	4	27	27	.....	1	....	1	....	....	4	14
Libby	166	94	72	73	38	35	.....	60	.....	1	94	94	.....	....	3	3	....	....	8	15

Statistical Report of the School Districts in Flathead County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children between 8 and 14 years of age residing in the District September 20, 1901	2 No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1901	3 No. of such Children who attended Private Schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	Male	Female	Total			Months	Days
Tobacco	72	38	34	25	14	11	.....	47½	.....	1	32	32	.....	....	1	1	....	....	5	15
Troy	41	21	20	28	15	13	55	.....	.....	1	24	24	15	....	1	1	1	15	6	....
Dayton	43	22	21	20	8	12	.....	40	.....	1	24	5	.....	....	1	1	....	....	4	14
Glen	25	13	12	5	1	4	.....	35	.....	1	14	6	.....	....	1	1	1	6	6	15
Batavia	69	32	37	31	13	18	45	.....	.....	2	33	27	.....	1	....	1	....	....	2	18
Selish	46	23	23	17	8	9	.....	40	.....	2	27	27	.....	....	1	1	....	....	6	12
McGovern	47	29	18	36	15	21	.....	40	.....	1	18	18	.....	....	1	1	....	....	2	19
Lakeside	27	14	13	6	1	5	.....	40	.....	2	10	6	.....	....	1	1	....	....	5	17
Echo	58	29	29	22	9	13	*40	*40	.....	1	25	22	.....	1	1	1	....	....	7	18
Sylvanite	7	4	3	4	1	3	**50	**50	.....	2	9	9	.....	1	1	1	....	....	6	....
Stillwater	29	21	8	11	5	6	.....	32½	.....	1	15	14	.....	....	1	1	....	....	5	19
Kuhn's	21	10	11	13	9	4	*....	*35	1	1	4	.....	.....	....	1	1	....	....	*1	....
Loring	19	7	12	12	7	5	.....	40	1	1	14	6	.....	....	1	1	....	....	2	6
Totals	2,834	1,481	1,353	2,479	1,267	1,212	51	45	4	56	1,596	1,200	32	11	45	52	2	134	5.51	409

* 900 ** 1899.

Statistical Report of the School Districts in Flathead County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total No. Days Attendance	Total Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Bad Rock	.....	*77	*5,500	111	*474	*1,546	*49	*48	78	6	4	59	15	....	1	....	....	1	1,350
Deer Park	.....	37	2,730½	128	229	2,005½	19	18	51	6	2	2	.....	....	1	....	....	1	700
Fairview	.....	*33	*2,568	116	175	521	22	*22	*83	6	1	32	12	....	1	....	....	1	1,200
Swan River	.....	32	2,859½	177	294	428½	16	16	87	9	2	.....	.....	1	....	....	....	1	220
Kalispell	4	625	90,000	180	1,103	2,934	508	484	96	9	9	150	100	....	....	....	2	2	39,000
Columbia Falls	.....	148	16,871½	153	189	1,025½	140	133	94	8	3	128	30	....	....	....	1	1	111,000
Spring Creek	2	477	3,557½	150	14	3,482½	24	24	50	7	2	131	90½	....	1	....	....	1	550
Sparks	.....	52	2,412	106	461	589½	28	23	80	6	2	69	30	....	1	....	....	1	550
Creston	.....	48	4,129½	141	219	766½	33	30	84	7	1	.....	.....	....	1	....	....	1	200
Cayuse Prairie	.....	30	1,687	116	120	350	24	14	83	6	1	.....	.....	1	....	....	....	1	300
Eagan	.....	50	3,594	128	62	881½	30	30	80	7	1	99	41	....	1	....	....	1	1,230
Pleasant View	.....	35	2,588	117	88	450	24	20	85	6	1	.....	.....	....	1	....	....	1	800
Brocken	.....	24	1,036	59	33	167	20	16	86	3	1	.....	.....	....	1	....	....	1	650
Demersville	.....	28	2,387½	154	82	344	22½	15	87	8	3	.....	.....	....	1	....	....	1	640
Helena Flats	.....	53	4,311	136	549	1,389	37½	30½	78	7	1	52	40	....	1	....	....	1	600
Pine Grove	.....	34	3,068	172	177	1,622	23	17	65	9	1	30	10	1	....	....	....	1	250
Half Moon	.....	74	6,167	176	114	1,418	44	35	81	9	2	68	52¼	....	1	....	....	1	850
Timberline	.....	16	642½	58	30	317½	14	11	67	3	1	.....	.....	....	***	....	....	....	.....
Valentine	.....	11	514½	119	88	123½	9	9	81	6	1	.....	.....	1	....	....	....	1	125
Sedan	.....	39	1,454	94	63	179	22	15½	89	5	1	.....	.....	....	1	....	....	1	300
Libby	1	141	16,748	175	192	1,250	99	95	93	9	6	.....	.....	....	1	....	....	1	5,000

Statistical Report of the School Districts in Flathead County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Tobacco	.....	40	1,898	115	198	498	32	25	79	6	....	.....	.....	1	....	....	....	1	200
Troy	2	40	3,900	120	80	400	38	32	91	6	1	65	40	1	....	....	....	1	650
Dayton	.....	20	973½	94	27	470	15	15	67	5	1	.....	.....	1	....	....	....	1	100
Glen	.....	20	779½	139	29	333	9	5½	70	7	1	90	10	2	....	....	....	2	200
Batavia	.....	20	724	58	72	175	15	13	80	3	1	.....	.....	1	....	....	....	1	350
Selish	.....	36	3,309	132	118	1,443	27	23	70	7	1	.....	.....	....	1	....	....	1	850
McGovern	.....	50	1,685	59	45	685	35	30	71	3	2	.....	.....	....	1	....	....	1	600
Lakeside	.....	13	990	117	45	275	9½	9	79	6	2	.....	.....	....	1	....	....	1	650
Echo	1	40	3,975	158	147	652	28	25	86	8	2	1	6	....	1	....	....	1	820
Sylvanite	.....	28	1,488	118	104	104	14	14	93	6	....	.....	.....	....	....	....	....	....	.....
Stillwater	.....	22	1,407½	119	44	504	22	14	74	6	2	.....	.....	....	1	....	....	1	500
Kuhn's	.....	*8	*140	*20	.....	*20	*8	*8	88	1	1	.....	.....	....	1	....	....	1	125
Loring	1	6	270	46	.....	6	6	5	97½	3	....	.....	.....	1	....	....	....	1	112
Totals	11	1,977	196,375½	4,061	5,665	27,355½	43	40	80	209	60	976	477	11	20	....	3	34	70 693

*** Old building sold. New building will be put up soon.

Financial Report of the School Districts in Gallatin County, Montana, for the Year Ending August 31, 1901.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Logan	$133 10	$606 50					$35 25	$774 85
3	Manhattan	589 62	1,116 88						1,706 50
4	Central Park	139 04	559 00						698 04
5	East Gallatin	275 43	1,010 15						1,285 58
6	Lane	180 45	385 95					17 05	583 48
7	Bozeman	1,968 43	15,119 97		6,434 66			2,650 00	26,173 06
9	Cedar View	109 87	511 55	$100 45				95 05	816 92
10	Wilson Creek	3 00	574 00						577 00
11	Rea	170 88	533 00						703 88
12	Decker	51 20	338 00						389 20
13	Cameron	251 02	507 00						758 02
15	Willow Creek	79 81	585 00						664 81
16	Walker	197 43	312 00						509 43
17	Reece Creek	29 92	429 00						458 92
18	Hoffman		195 00						195 00
19	Nelson	139 75	547 50	102 50					789 75
20	Spring Hill	66 03	481 00					3 00	550 03
21	Sixteen	6 48	416 00						422 48
22	Cottonwood	103 85	234 00						337 85
23	Middle Creek	7 40	260 00						267 40
24	Three Forks	6 99	312 00						318 99
25	Pass Creek	239 55	942 00			400 00			1,581 55
26	Mount Zion	25 25	247 00						272 25
27	Monforton	56 82	455 00						511 82
28	Lower Madison	107 43	377 00						484 43
29	Upper Madison	285 47	260 00						545 47

Financial Report of the School Districts in Gallatin County.—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to Districts during the year	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
30	Heebe	63 60	637 00						700 60
31	Story's Mill	80 74	429 00						509 74
32	Leverich	1 65	364 00						365 65
33	Valley View	77 41	416 00					104 00	597 41
35	Salesville	123 86	689 00					15 00	827 26
36	Riverside	3 54	364 00						367 54
37	Fowler	202 15	384 80					96 20	683 15
38	Sedan	332 97	689 00						1,021 97
39	Upper Bridger	55 16	611 00						666 16
40	Harper	159 24	351 00						510 24
41	Anderson	24 46	403 00						427 46
42	Camp Creek	155 18	494 00						649 18
43	Reservation	78 56	499 20	98 40				36 40	712 56
44	Belgrade	14 79	1,066 00		821 50				1,902 29
45	Spanish	110 97	282 05						393 02
46	Durham	287 05	1,265 00						1,552 05
47	Malmborg	62 51	228 80	45 10				12 10	348 51
48	Lower Bridger	50 10	416 00						466 10
49	Muir	46 22	76 65	14 35					137 22
50	Chestnut	220 45	1,560 00						1,780 45
51	Mountain View	62 00	390 00						452 08
52	Little Holland	498 49	494 00						992 49
53	Smart	243 46	585 00						828 46
54	Gallatin and Madison		117 00						117 00
	Totals	$8,178 89	$40,126 00	$360 80	$7,256 16	$400 00		$3,064 05	$59,385 90

Financial Report of the School Districts in Gallatin County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Logan	$337 50			$10 00	$33 00			$394 35	$774 85
3	Manhattan	400 00				68 63	$1,000 00		237 87	1,706 50
4	Central Park	295 00			5 10	13 15			384 79	698 04
5	East Gallatin	427 50			262 75	46 47			548 86	1,285 58
6	Lane	300 00		17 55	45 75	3 00			217 18	5 3 48
7	Bozeman	13,631 00	120 34	266 42	944 85	2,796 34	2,500 00	$3,766 50	2,147 61	26,173 06
9	Cedar View	435 00			16 90	24 28			340 74	816 92
10	Wilson Creek	320 00				47 50			209 50	577 00
11	Rea	360 00	6 00			173 75			164 13	703 88
12	Decker	270 00			36 55	22 20			60 45	389 20
13	Cameron	336 00			191 50	17 90			212 62	758 02
15	Willow Creek	480 00				57 05			127 76	664 81
16	Walker	200 00			19 10	13 00			277 33	509 43
17	Reece Creek	227 00				46 87			185 05	458 92
18	Hoffman	100 00			56 00	7 40			31 60	195 00
19	Nelson	347 50			251 11	38 25			152 89	789 75
20	Spring Hill	450 00				27 75			72 28	550 03
21	Sixteen	120 00		5 59	70 00				226 89	422 48
22	Cottonwood	240 00				28 15			69 70	337 85
23	Middle Creek	240 00	13 00			4 00			10 40	267 40
24	Three Forks	153 72				8 00			157 27	318 99
25	Pass Creek	267 10			900 00				414 45	1,581 55
26	Mount Zion	120 00		18 95	5 00				128 30	272 25
27	Monforton	281 25			13 96	15 80			200 81	511 82
28	Lower Madison	360 00				22 44			101 99	484 43
29	Upper Madison	315 00	10 00			8 48			211 99	545 47

Financial Report of the School Districts in Gallatin County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
30	Heebe	495 12	.....	.....	.....	85 01	.....	.....	120 47	700 60
31	Story's Mill	250 00	.....	.....	.....	26 75	.....	.....	232 99	509 74
32	Leverich	250 00	.....	.....	3 65	21 30	.....	.....	90 70	365 65
33	Valley View	405 00	.....	51 25	24 30	30 00	.....	.....	86 86	597 41
35	Salesville	375 00	.....	.....	29 75	55 89	.....	.....	367 31	827 86
36	Riverside	240 00	13 20	.....	.....	26 00	.....	.....	88 34	367 54
37	Fowler	405 00	11 15	.....	.....	41 45	.....	.....	225 55	683 15
38	Sedan	375 00	.....	2 90	100 80	45 06	.....	.....	498 21	1,021 97
39	Upper Bridger	360 00	2 90	.....	17 95	11 25	.....	.....	274 06	666 16
40	Harper	160 00	.....	.....	.....	17 10	.....	.....	333 14	510 24
41	Anderson	240 00	20 00	.....	75	30 30	.....	.....	136 41	427 46
42	Camp Creek	240 00	.....	1 65	.....	7 00	.....	.....	400 53	649 18
43	Reservation	360 00	.....	2 50	3 00	31 25	.....	.....	315 81	712 56
44	Belgrade	520 00	25 00	.....	182 60	388 05	.....	350 00	436 64	1,902 29
45	Spanish	260 00	.....	.....	.....	7 00	.....	.....	126 02	393 02
46	Durham	360 00	.....	.....	900 00	78 37	.....	.....	213 68	1,552 05
47	Malmborg	240 75	.....	.....	6 70	19 48	.....	.....	81 58	348 51
48	Lower Bridger	240 00	.....	5 85	67 00	8 75	.....	.....	144 50	466 10
49	Muir	40 00	.....	.....	.....	.....	.....	.....	97 22	137 22
50	Chestnut	880 00	.....	292 55	198 50	138 40	.....	.....	271 00	1,780 45
51	Mountain View	164 50	.....	68 45	.....	5 50	.....	.....	213 63	452 08
52	Little Holland	400 00	.....	.....	36 00	33 70	.....	.....	522 79	992 49
53	Smart	300 00	10 00	.....	.....	84 12	.....	.....	434 34	828 46
54	Gallatin and Madison	.....	.....	.....	54 60	.....	.....	.....	62 40	117 00
	Totals	$28,573 94	$231 59	$733 66	$4,454 17	$4,715 05	$3,[illegible]00 00	$4,116 50	$13,060 99	$59,385 90

Statistical Reports of the School Districts in Gallatin County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught	Statistics Relating to Compulsory Education: 1. No. of Children between 8 and 14 years of age residing in the District September 20, 1901	2. No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1901	3. No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Logan	43	20	23	30	15	15	.....	50	.....	3	26	20	.....	....	1	1	....	....	6	15
Manhattan	53	31	22	32	14	18	.....	50	.....	1	38	38	.....	....	1	1	....	....	7	15
Central Park	26	15	11	8	4	4	45	40	.....	1	10	10	.....	1	1	1	....	....	6	15
East Gallatin	74	35	39	22	10	12	50	50	1	1	28	28	.....	1	1	1	....	....	8	10
Lane	27	11	16	20	13	7	50	50	.....	1	12	11	.....	1	1	1	....	....	5	12
Bozeman	1,239	611	628	411	207	204	187	57	.....	1 to 7	585	570	.....	2	20	22	1	15	8	13
Cedar View	49	24	25	26	14	12	.....	45	1	1	25	25	.....	....	1	1	....	....	9	....
Wilson Creek	39	20	19	25	13	12	.....	40	.....	2	20	20	.....	....	1	1	....	....	8	10
Rea	30	20	10	3	3	.....	50	40	.....	1	15	15	.....	1	1	1	....	....	8	7
Decker	29	12	17	14	8	6	.....	45	.....	1	14	14	.....	....	1	1	....	....	5	15
Cameron	34	19	15	11	3	8	.....	45	.....	1	21	21	.....	....	1	1	....	....	7	11
Willow Creek	44	10	34	17	12	5	62½	.....	.....	2	20	20	.....	1	....	1	....	....	7	7
Walker	21	8	13	18	10	8	.....	40	.....	1	8	8	.....	....	1	1	....	....	7	5
Reese Creek	35	11	24	21	12	9	.....	35	.....	3	17	17	.....	....	1	1	....	....	4	7
Hoffman	16	8	8	5	2	3	.....	50	.....	1	10	10	.....	....	1	1	....	....	5	11
Nelson	46	20	26	20	12	8	.....	50	.....	1	19	19	.....	....	1	1	....	....	7	14
Spring Hill	47	26	21	24	13	11	.....	50	.....	1	25	25	.....	....	1	1	....	....	8	10
Sixteen	16	7	9	7	3	4	40	.....	.....	1	8	5	.....	1	....	1	....	....	2	19
Cottonwood	31	15	16	16	8	8	.....	40	.....	1	11	7	.....	....	1	1	....	....	5	13
Middle Creek	17	11	6	8	3	5	.....	40	.....	1	13	13	.....	....	1	1	....	....	6	17
Three Forks	17	7	10	7	4	3	.....	50	.....	1	8	8	.....	....	1	1	....	....	3	12
Pass Creek	49	30	19	13	5	8	.....	40	.....	1	17	17	.....	....	1	1	....	....	5	17
Mount Zion	25	17	8	11	7	4	.....	40	.....	2	8	8	.....	....	1	1	....	....	2	16
Monforton	35	17	18	15	9	6	.....	45	.....	1	17	17	.....	....	1	1	....	....	5	13
Lower Madison	31	20	11	6	3	3	.....	45	.....	1	17	17	.....	....	1	1	....	....	7	14
Upper Madison	23	11	12	7	3	4	45	.....	.....	2	11	11	.....	1	....	1	....	....	6	18

Statistical Report of the School Districts in Gallatin County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2: No. of such children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1901	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Heebe	58	26	32	26	6	20	.....	55	.....	1	24	24	.....	1	....	1	....	....	8	13
Stony	27	16	11	23	15	8	.....	50	.....	2	9	9	.....	....	1	1	....	....	4	19
Leverich	31	17	14	2	1	1	.....	35	.....	1	13	9	.....	....	1	1	....	....	7	15
Valley View	33	18	15	9	7	2	45	.....	.....	3	15	15	.....	1	....	1	....	....	8	12
Salesville	69	36	33	41	23	18	.....	45	.....	1	21	21	.....	....	1	1	....	....	8	13
Riverside	26	12	14	13	8	5	40	40	.....	1	14	14	.....	1	1	1	....	....	5	11
Fowler	27	12	15	6	3	3	.....	45	.....	1	6	6	.....	....	1	1	....	....	8	11
Sedan	55	30	25	15	10	5	.....	50	.....	2	20	20	.....	....	1	1	....	....	7	....
Upper Bridger	49	30	19	26	10	6	.....	40	.....	1	24	20	.....	....	1	1	....	....	8	6
Harper	14	9	5	4	3	1	.....	40	.....	1	7	7	.....	....	1	1	....	....	4	10
Anderson	25	14	11	10	5	5	.....	40	.....	1	12	12	.....	....	1	1	....	....	5	10
Camp Creek	17	12	5	10	5	5	40	40	.....	1	10	10	.....	1	1	1	....	....	5	13
Reservation	45	22	23	17	6	11	.....	45	.....	1	14	14	.....	....	1	1	....	....	8	....
Belgrade	77	39	38	35	20	15	.....	65	.....	1	28	22	.....	....	1	1	....	....	6	15
Spanish Creek	9	5	4	6	4	2	45	.....	.....	1	11	11	.....	1	....	1	....	....	2	18
Durham	36	20	16	34	14	20	.....	45	1	3	24	24	.....	....	1	1	....	....	7	10
Malmborg	24	13	11	3	3	.....	.....	45	.....	3	10	10	.....	....	1	1	....	....	5	7
Lower Bridger	33	21	12	10	4	6	.....	40	.....	2	10	10	.....	....	1	1	....	....	5	19
Muir	8	6	2	.....	.....	.....	.....	50	.....	1	7	7	.....	....	1	1	....	....	5	14
Chestnut	94	54	40	54	28	26	65	50	.....	1	57	57	.....	1	1	2	....	....	6	15
Mountain View	21	12	9	15	4	11	.....	35	.....	2	9	9	.....	....	1	1	....	....	3	19
Little Holland	36	21	15	9	4	5	50	.....	.....	1	20	20	.....	1	....	1	....	....	7	16
Smart	41	16	25	22	11	11	.....	50	.....	1	17	17	.....	....	1	1	....	....	5	17
Gallatin & Madison	9	5	4	7	2	5	.....	40	.....	1	5	5	.....	....	1	1	....	....	2	17
Totals	2,960	1,503	1,457	1,214	609	605	58	45	3	75	1,399	1,347	.....	16	62	72	1	159	6.46	....

Statistical Report of the School Districts in Gallatin County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, If Any
Logan		29	3,348	128	157	240	28	26	93	7	2				1				$ 00
Manhattan		36	4,257	155	40	260	30	27	94	8	2	105	65		1				4,0 0
Central Park		21	2,028	128	25	102	16	15	94	7	3				1				500
East Gallatin		44	4,364	162	60	249	28	27	94	8½	2	6	15		1				1 2 0
Lane		25		112	61	300	18	16	85	6	1	128	40		1				750
Bozeman	6	978	132 966	173	99	5,257	800	768	96	9	25	250	400				2		75,000
Cedar View		43	4,335	180	150		26	24	92	9	2	25	25		1				800
Wilson Creek		28	3,225	170	90	240	20	19	93	9	2				1				450
Rea		22	2,761	167	156	415	19	16	87		2	8	6		1				600
Decker		14	831	115	40	210	9	7	80	6	2	1	10		1				550
Cameron		31	2,530	151	320	900	22	17	74	8	3				1				400
Willow Creek		33	2,648	147	65	260	19	18	91	8	2				1				1,000
Walker		18	1,898	145	45	514	16	13	78	7	2	22	25		1				520
Reese Creek		34	1,615	87	14	228	21	18	87	5	2			1					75
Hoffman		37	2,250	111	125	261	22	20	90	6	2	11	27		1				500
Nelson		36	3,388	154	106	405	24	22	85	8	2				1				800
Spring Hill		36	4,130	170	200	270	26	24	93	9	2	85	100		1				1,100
Sixteen		7	287	59	57	95	6	5	75	3	1			1					25
Cottonwood		11	880	113	86	220	9	7	80	6	1	1	10		1				400
Middle Creek		20	1,664	137	150	225	13	12	88	7	2	22	13		1				200
Three Forks		17	1,080	72	20	125	16	15	90	4	1	1	5		1				1,000
Pass Creek		20	2,080	117	65	181	19	18	90	6	2	20	18		1				1,000
Mount Zion		14	649	56	7	98	13	11	87	3	1			1					25
Monforton		21	1,470	113	72	126	14	13	92	6	2	31	20		1				650
Lower Madison		29	2,607	154	64	310	19	17	89	8	2				1				350
Upper Madison		17	931	132	127	230	9	71	80	7	2	10	10		1				850
Heebe		39	4,612	173	141	583	30	26	88	9	2				1				750

Statistical Report of the School Districts in Gallatin County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendents	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Story	.....	16	904	94	52	44	10	9	95	5	2	1	5	....	1	....	....	....	500
Leverich	.....	21	1,768	155	130	242	13	11	87	8	2	.....	.....	....	1	....	....	....	250
Valley View	.....	43	5,092	172	145	598	33	29	87	9	2	50	55	1	....	....	....	....	200
Salesville	.....	40	2,938	170	303	326	19	17	90	9	2	1	5	....	1	....	....	....	1 0
Riverside	.....	30	1,751	111	44	235	17	15	88	6	1	20	12	....	1	....	....	....	550
Fowler	.....	22	1,776	171	61	203	11	10	89	9	2	18	11	....	1	....	....	....	3 0
Sedan	.....	32	3,319	140	106	721	28	23	82	8	1	.....	.....	....	1	....	....	....	9 0
Upper Bridger	.....	29	1,784	166	297	228	12	10	85	9	2	4	11	1	....	....	....	....	100
Harper	.....	12	575	90	.....	122	7	6	82	5	2	.....	.....	....	1	....	....	....	800
Anderson	.....	23	1,6 3	110	107	291	17	14	84	6	1	5	20	....	1	....	....	....	6 0
Camp Creek	.....	12	1,067	113	65	81	10	9	93	6	2	.....	.....	1	....	....	....	....	100
Reservation	.....	26	2,244	160	25	420	16	14	84	8	1	.....	.....	*	....	....	....	....	.....
Belgrade	.....	52	3,376	135	35	552	29	25	86	7	2	25	20	....	1	....	....	....	1,100
Spanish Creek	.....	15	820	58	20	50	15	14	94	3	1	32	20	1	....	....	....	....	100
Durham	.....	44	3,000	150	325	545	23	20	84	8	2	15	10	....	1	....	....	....	900
Malmborg	.....	13	874	107	.....	70	9	8	92	6	1	1	10	1	....	....	....	....	200
Lower Bridger	.....	24	1,700	119	60	161	15	14	91	6	1	1	10	....	1	....	....	....	350
Muir	.....	7	714	114	33	125	7	6	85	6	....	162	75	....	1	....	....	....	525
Chestnut	.....	96	7,807	135	270	1,678	76	57	82	7	4	.....	.....	....	1	....	....	....	600
Mountain View	.....	14	942	79	18	58	12	11	94	4	2	.....	.....	....	1	....	....	....	600
Little Holland	.....	31	2.670	156	53	436	19	17	85	8	2	52	20	....	1	....	....	....	550
Smart	.....	32	2,310	117	49	318	22	20	88	6	2	15	10	....	1	....	....	....	500
Gallatin & Madison	.....	9	405	57	20	51	8	7	88	3	1	40	25	*	....	....	....	....	.....
Totals	6	2,183	242,317	7,109	4,761	19,758	34	32	88	331	110	1,168	1,108	8	39	....	2	49	1 3,8 5

* These Districts do not own a bui ding

Financial Report of the School Districts in Granite County, Montana, for the Year Ending Aug. 31, 1901.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Philipsburg	$593 80	$4,122 35	$1,056 44				$302 82	$6,075 41
2	Granite	256 47	2,711 85	694 97				467 96	4,131 25
3	Rumsey								
4	Trout Creek	24 44	209 90	53 79				13 00	301 13
5	Black Pine	54 57							54 57
6	Princeton		125 95	32 27				7 80	166 02
7	Stone	323 58	327 40	83 91				20 28	755 17
8	Flint	219 34	352 60	90 37				21 84	684 15
9	Willow Creek	18 48	117 55	30 12				7 28	173 43
10	New Chicago	378 14	352 60	90 37				21 84	842 95
11	Drummond	456 66	436 60	111 88				27 04	1,032 18
12	Bearmouth	201 12	218 30	55 94				13 52	488 88
13	Hoover—joint with No. 25, Powell Co.								
14	Valley	254 32	226 70	58 10				14 04	553 16
15	Quigley	2 97	109 18	27 97				6 76	146 88
16	Garnet	8 97	503 75	129 10				31 20	673 02
17	Bonita—joint with No. 27, Missoula Co								
18	Rock Creek	86 08	167 95	43 03				10 40	307 46
	Totals	$2,878 94	$9,982 68	$2,558 26				$965 78	$16,385 66

Financial Report of the School Districts in Granite County, Montana – Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Philipsburg	$1,200 00	$50 50		$118 30	$1,278 70			$427 91	$6,075 41
2	Granite	2,989 87			156 15	708 32			433 06	4,131 25
3	Rumsey									
4	Trout Creek	270 00							31 13	301 13
5	Black Pine								54 57	54 57
6	Princeton	150 00							16 02	166 02
7	Stone	475 00				31 50			248 67	755 17
8	Flint	574 00		55 00		6 30			48 85	684 15
9	Willow Creek	150 00			2 00	9 00			12 43	173 43
10	New Chicago	517 50	22 35	2 50	50 00	35 00			215 60	842 95
11	Drummond	480 00	27 97	49 70	35 75				438 76	1,032 18
12	Bearmouth	200 00			25 00	145 71			118 17	488 88
13	Hoover—Joint with No. 25, Powell Co									
14	Valley	375 00		5 50		6 50			166 16	553 16
15	Quigley	80 00							66 88	146 88
16	Garnet	556 25		49 20	23 50	1 50			42 57	673 02
17	Bonita—joint with No. 27, Missoula Co.									
18	Rock Creek	211 00							96 46	307 46
	Totals	$11,228 62	$100 82	$161 90	$410 70	$2,222 53			$2,417 24	$16,385 66

Statistical Report of the School Districts in Granite County, Montana, for the Year Ending August 31, 1901.

NAME OF DISTRICT	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	Number of Children between the ages of 6 and 21 years	Male	Female	Under 6 years of age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the District September 20, 1901	2 No. of Such Children who attended the District School at least 12 weeks during the year ending August 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	Male	Female	Total			Months	Days
Philipsburg	565	279	286	193	93	100	$125	$71⅞			298	171		1	8	9		15	6	
Granite	268	125	143	141	72	69	125	70			131	97		1	3	4			9	5
Rumsey																				
Trout Creek	17	8	9	8	3	5		45		1	9	7			1	1			5	10
Black Pine																				
Princeton	22	17	5	12	4	8		50		1	11	8			1	1			3	
Stone	29	13	16	8	6	2		52½		1	15	13			1	1			7	
Flint	37	15	22	10	6	4		50		2	19	11			1	1			7	10
Willow Creek	10	7	3	3		3		50		1	1	1			1	1			3	
New Chicago	46	28	18	7	3	4		60		6	29	16			1	1			8	12½
Drummond	66	28	38	23	11	12		60		6	29	20			1	1			8	
Bearmouth	28	16	12	11	3	8		50		2	11	7	6		1	1			4	
Hoover (Joint)		2	1	4	3	1		50		4					1	1			6	
Valley	23	12	11	3	2	1		50		2	10	7			1	1			7	
Quigley								40			2	2			1	1			2	15
Garnet	75	34	41	47	26	21		75		1	39	30			1	1			7	
Bonita (Joint)	17	8	9	1	1			50		1	7	4			1	1			8	
Rock Creek	11	7	4	3	2	1		50		1	7	6			1	1			4	15
Total	1,216	598	617	474	235	239	125	63		25	608	400	6	2	25	27		15	6.07	

Statistical Report of the School Districts in Granite County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Philipsburg	5	404	112	35,557	235	2,629	338	314	93	6	....	980	$1,200	....	....	....	1	1	$3,000
Granite	2	192	175	19,716	810	2,914	136	117	87	9¼	2	60	55	....	1	....	....	1	3,000
Rumsey	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Trout Creek	....	19	107	956	21	105	12	10	90	5½	....	....	....	1	....	....	....	1	85
Black Pine	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Princeton	....	14	60	802	....	16	14	13	93	3	..	....	....	1	....	....	....	1	500
Stone	1	23	128	1,491	72	424	16	12	75	7	....	54	30	....	1	....	....	1	850
Flint	....	25	141	2,807	149	326	23	19	85	7½	1	75	42	....	1	....	....	1	1,000
Willow Creek	....	10	57	298	....	88	7	5	71	3	1	....	....	....	1	....	....	1	100
New Chicago	....	27	162½	2,630	47	555	25	16	84	8	1	50	40	....	1	....	....	1	300
Drummond	....	46	155	4,913	106	1,316	43	36	78	8	2	70	60	....	1	....	....	1	1,000
Bearmouth	....	7	76	384	45	72	5	4	84	4	....	31	25	....	1	....	....	1	150
Hoover (Joint)	....	....	....	....	....	....	....	....	....	6	1	....	....	....	1	....	....	1	250
Valley	....	17	135	1,131	58	683	13	8	62	7	1	29	16.65	1	....	....	....	1	300
Quigley	....	61	121	179	28	23	3	3	88	2¾	....	....	....	....	....	....	....	....	....
Garnet	....	61	121	4,110	151	278	47	34	94	7	1	30	20	....	1	....	....	1	450
Bonita (Joint)	1	23	152	2,080	29	183	17	14	91	8	1	87	26.15	....	1	....	....	1	900
Rock Creek	....	15	95	672	98	123	7	6	87	4¾	....	....	....	1	....	....	....	1	250
Totals	9	887	1,729½	77,726	1,849	9,735	706	611	84	96	11	1,466	*	4	10	1	....	15	$31,235

* $1,514 80.

Financial Report of the School Districts in Jefferson County, Montana, for the year ending August 31, 1901

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Clancy	$1,500 45	$1,706 67	$456 15	$645 86	$5,000 00	.....	.....	$9,309 13
2	Jefferson City	160 20	500 14	.....	.....	.....	.....	$2 75	663 09
3	Wickes	253 53	1,015 99	.....	.....	.....	.....	.....	1,269 52
4	Whitehall	3,248 31	3,280 33	.....	1,614 50	12,958 33	.....	89 50	21,190 97
5	Fish Creek	63 35	21 70	.....	.....	.....	.....	.....	85 05
7	Boulder	1,277 47	3,015 55	282 00	3,287 54	.....	.....	75 00	7,937 56
10	Weber	79	235 36	.....	.....	.....	.....	.....	236 15
11	Muskrat	104 49	.....	.....	.....	.....	.....	.....	104 49
14	Elk Park	184 37	147 10	.....	.....	.....	.....	15 17	346 64
17	Willow Creek	26 56	294 20	.....	.....	.....	.....	.....	320 76
18	Finn	8 93	264 78	.....	.....	.....	.....	.....	273 71
21	Woodville	6 58	500 14	.....	.....	.....	.....	.....	506 72
22	Elkhorn	1,158 26	294 20	.....	.....	.....	.....	.....	1,452 46
23	Pleasant Valley	50 13	632 53	.....	.....	.....	.....	.....	682 66
24	Cold Springs	134 76	426 59	.....	.....	.....	.....	.....	561 35
25	Gregory	8 22	250 07	.....	.....	.....	.....	.....	258 29
26	Mitchell Gulch	126 25	485 43	.....	.....	.....	.....	.....	611 68
27	Corbin	263 05	661 95	.....	.....	.....	.....	.....	925 00
28	Basin	1,133 82	1,882 88	.....	1,240 55	.....	.....	.....	4,257 25
31	Jefferson Island	87 57	323 62	.....	.....	.....	.....	.....	411 19
32	Bernice	.....	176 52	.....	.....	.....	.....	.....	176 52
33	Lump City	289 74	588 40	.....	.....	.....	.....	.....	878 14
	Totals	$10,086 83	$16,704 15	$738 15	$6,788 45	$17,958 33	.....	$182 42	$52,458 33

Financial Report of the School Districts in Jefferson County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages.....	For Libraries.....	For School Apparatus ...	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.....	For other Incidental Expenses.....	On Bonded Debt.....	Interest on Bonded Debt..	Amount Remaining on Hand August 31, 1901 ..	Total ... .
		9	10	11	12	13	14	15	16	17
1	Clancy	$1,211 25	$50 20	$23 30	$5,000 00	$260 75	.....	$300 00	$2,463 63	$9,309 13
2	Jefferson City	390 00	.....	4 75	.....	34 20	.....	.....	234 14	663 09
3	Wickes	600 00	.....	39 90	117 25	39 00	.....	.....	473 37	1,269 52
4	Whitehall	2,165 00	.....	1,003 10	13,498 45	629 41	500 00	.....	2,935 01	21,190 97
5	Fish Creek	60 00	.....	.....	3 20	.....	.....	.....	21 85	85 05
7	Boulder	2,239 50	60 70	15 90	374 23	799 20	2,000 00	581 66	1,866 37	7,937 56
10	Weber	234 50	.....	.....	1 50	.....	.....	.....	15	236 15
11	Muskrat	.....	.....	.....	.....	.....	.....	.....	104 49	104 49
14	Elk Park	270 50	.....	.....	48 00	18 39	.....	.....	9 75	346 64
17	Willow Creek	90 00	.....	5 20	41 00	.....	.....	.....	164 56	320 76
18	Finn	170 00	.....	.....	.....	2 80	.....	.....	100 91	273 71
21	Woodville	295 00	.....	8 75	62 25	.....	.....	.....	140 72	506 72
22	Elkhorn	900 00	.....	14 10	4 00	50 00	.....	.....	484 36	1,452 46
23	Pleasant Valley	420 00	.....	.....	.....	17 30	.....	.....	245 36	682 66
24	Cold Springs	331 00	.....	35 33	.....	10 00	.....	.....	185 02	561 35
25	Gregory	200 00	.....	.....	.....	2 00	.....	.....	56 29	258 29
26	Mitchell Gulch	180 00	.....	.....	72 05	23 00	.....	.....	336 63	611 68
27	Corbin	471 25	.....	103 95	12 00	.....	.....	.....	337 80	925 00
28	Basin	1,470 00	60 00	33 58	23 50	92 03	166 80	.....	2,411 34	4,257 25
31	Jefferson Island	296 50	.....	4 75	.....	.....	.....	.....	109 94	411 19
32	Bernice	138 71	.....	2 50	.....	2 50	.....	.....	32 81	176 52
33	Lump City	500 60	.....	8 15	139 00	39 95	.....	.....	190 44	878 14
	Totals	$12,633 81	$170 90	$1,363 26	$19,396 43	$2,020 53	$3,066 80	$881 66	$12,924 94	$52,458 33

Statistical Report of the School Districts in Jefferson County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Clancy	150	74	76	56	25	31	.....	67½	.....	2	78	67	.....	....	2	2	....	....	8	13½
Jefferson City	35	17	18	20	8	12	.....	60	.....	1	21	21	.....	....	1	1	....	....	6	1
Wickes	57	30	27	21	11	10	75	.....	.....	2	26	15	.....	1	....	1	....	....	7	15
Whitehall	148	70	78	89	52	37	95	60	1	3	81	84	.....	1	2	3	....	....	8	7
Fish Creek	6	2	4	4	3	1	35	.....	.....	1	4	2	.....	1	....	1	....	....	3	....
Boulder	198	97	101	67	34	33	100	65	.....	4	90	90	.....	2	2	4	....	....	8	9
Weber	15	7	8	8	4	4	.....	45	.....	2	7	7	.....	....	1	1	....	....	2	18
Muskrat	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Elk Park	26	11	15	10	8	2	.....	45	.....	1	10	8	.....	....	1	1	....	....	5	18
Willow Creek	20	8	12	11	8	3	.....	45	.....	1	12	8	4	....	1	1	....	....	2	18
Finn	16	9	7	13	9	4	.....	40	.....	1	9	6	.....	....	1	1	....	....	3	....
Woodville	27	20	7	7	4	3	.....	50	.....	2	16	14	.....	....	2	2	....	....	5	18
Elkhorn	92	38	54	53	21	32	.....	90	.....	4	52	48	.....	....	1	1	....	....	9	7
Pleasant Valley	48	26	22	20	11	9	60	.....	1	2	30	28	.....	1	....	1	....	....	6	13
Cold Springs	25	17	8	3	2	1	60	50	.....	1	6	6	.....	1	1	2	....	....	5	11
Gregory	14	8	6	8	6	2	.....	50	.....	1	8	8	.....	....	1	1	....	....	3	17
Mitchell Gulch	14	3	11	7	1	6	.....	45	.....	1	7	7	.....	....	2	2	....	....	3	13
Corbin	47	25	22	12	2	10	.....	65	.....	1	30	30	.....	....	1	1	....	....	6	16
Basin	103	53	50	57	24	33	90	65	.....	3	74	65	.....	1	1	2	....	....	8	15
Jefferson Island	20	9	11	13	4	9	.....	50	.....	1	9	9	.....	....	1	1	....	....	3	19
Bernice	34	17	17	16	10	6	.....	45	.....	2	19	11	.....	....	1	1	....	....	1	18
Lump City	58	34	24	11	3	8	.....	55	.....	2	27	27	.....	....	2	2	....	....	8	....
Totals	1,153	575	578	50[illegible]	250	256	$73 59	$55 00	2	38	619	561	4	8	24	32	....	....	5.76	....

Statistical Report of the School Districts in Jefferson County, Montana—Continued.

DISTRICT	Number of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total Number Days Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	Number of Months of School	Number of Visits by County Superintendents	District Libraries: Number of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Clancy		76	9,429		334	1,360	67	50	87	9	3	314	$101				1	1	$5,000
Jefferson City		24	2,190		10	236	21	18	90	6½	1	88	60		1			1	
Wickes	1	45	5,208		271	442	36	34	92	8	1	136	100		1			1	1,000
Whitehall	3	135	147,091		241	1,878½	106	84½	89	9	1	282	200				1	1	12,900
Fish Creek	1	4	240				4	4	100	3				1				1	200
Boulder	2	156	16,386		44	1,478	106	97	92	9	4	500	250				1	1	10,000
Weber		11	596			42	7	10	93	3	1			1				1	25
Muskrat																			
Elk Park		11	1,201			97	10	10	92	6	1				1			1	50
Willow Creek	1	9	512			10	8	8	98	3	1			1				1	50
Finn		6	229		2	38	4	4	95	3	1	26	13	1				1	50
Woodville		27	2,335			771	25	19	75	6	2			1				1	75
Elkhorn	1	67	5,060		35	225	58	27	95	10	1	62	43	1	1			2	900
Pleasant Valley		42	3,899½		100	477½	33	29	89	7							1	1	1,500
Cold Springs		18	1,358½		15	123½	15	13	89	6	1				1			1	500
Gregory		13	728½		35	128½	13	9	84	4	1	1	11.50		1			1	250
Mitchell Gulch		20	799			574	11	10	59	4	3			1				1	500
Corbin		44	4,283½		87	437½	34	31	90	7	1				1			1	400
Basin		94	10,980		200	5,940	84	61	65	9	2	250	300		1			1	5,800
Jefferson Island		13	829		6	198	13	10	80	4	1			1				1	50
Bernice		17	598		7	48	17	15	92	2				1				1	125
Lump City		37	4,727		2	1,230	37	25	80	8				1				1	
Totals	9	809	218 680		1,389	15,734½	709	538½	8	126½	26	1,659	806.55	10	8		4	22	41,075

Financial Report of the School Districts in Lewis and Clarke County, Montana, for the Year Ending August 31, 1901.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Helena	$4,423 60	$62,157 09	$5,585 15				$2,236 78	$74,402 62
2	Kenwood	499 91	1,910 84	223 85	$1,677 25			62 92	4,374 77
3	Prickly Pear Valley	76 96	773 33	90 65				25 48	966 42
4	Trinity	417 30	668 10	79 55				22 36	1,187 31
5	Harmony	586 39	217 52	25 90				7 28	837 09
6	College Place	31 61	950 76	103 60				29 12	1,115 09
7	Rimini	165 95	668 10	79 55				22 36	935 96
8	Middle Fork	225 79	403 97	48 10				13 52	691 38
9	East Helena	3,340 86	4,505 81	536 50	2,366 85			218 10	10,968 12
10	Rohner	146 46	279 67	33 30				9 36	468 79
11	Augusta	26 10	1,413 89	168 35				54 73	1,663 07
12	Marysville	688 42	7,819 17	926 85				260 52	9,694 96
13	Cartersville	144 40	466 12	55 50				30 60	696 62
14	Mountain	932 89	994 39	118 40				33 28	2,078 96
15	Upper Silver	136 63	155 37	18 50				5 20	315 70
16	Canyon	30 58	233 06	27 75				7 80	299 19
17	Silver City	316 00	543 80	64 75				18 20	942 75
18	Fulton	343 41	357 36	42 55				11 96	755 28
19	Gloster	30 17	217 52	25 90				7 28	280 87
20	Unionville	225 07	575 88	70 30				19 76	891 01
21	Mitchell	191 42	341 82	40 70				11 44	585 38
22	Dearborn	121 00	233 06	27 75				13 80	395 61

Financial Report of the School Districts in Lewis and Clarke County, Montana—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Borrowed	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
23	Dearborn Canyon	492 45	590 42	70 30	.....	.....	.....	19 76	1,172 93
24	Baxendale	321 31	621 49	74 00	.....	.....	.....	20 80	1,037 60
25	Craig	268 59	450 58	53 65	.....	.....	.....	15 08	787 90
26	Mt. Ree	453 70	186 45	22 20	.....	.....	.....	6 24	668 59
27	Hogan	298 25	326 28	38 85	.....	.....	.....	10 92	674 30
28	Austin	309 77	566 34	70 30	.....	.....	.....	19 76	966 17
29	Willard	329 76	419 51	49 95	.....	.....	.....	14 04	813 26
30	Longview	21 86	170 91	20 35	.....	.....	.....	5 72	218 84
32	Clough	188 64	372 89	44 40	.....	.....	.....	12 48	618 41
33	York	462 02	730 25	86 95	.....	.....	.....	24 44	1,303 66
34	Canyon Ferry	309 96	313 75	42 55	.....	.....	.....	11 96	678 22
35	Stickney	221 49	481 65	57 35	.....	.....	.....	16 12	776 61
36	Little Prickly Pear	125 13	357 36	42 55	.....	.....	.....	11 96	537 00
37	Bald Butte	307 31	901 16	107 30	.....	.....	.....	50 51	1,366 28
38	Lincoln	391 53	372 89	44 40	.....	.....	.....	12 48	821 30
39	Silver Camp	.....	201 98	24 05	.....	.....	.....	6 76	232 79
	Totals	$17,602 69	$92,950 54	$9,242 60	$4,044 10	.....	.....	$3,380 88	$127,220 81

Financial Report of the School Districts in Lewis and Clarke County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Helena	$41,931 71	$310 98	$235 82	$3,334 16	$9,534 62	.....	$14.071 30	$4,984 03	$74,402 62
2	Kenwood	832 50	7 62	.....	115 20	1,242 81	.....	1,200 00	976 64	4,374 77
3	Prickly Pear Valley	630 00	80 92	21 85	26 02	34 50	.....	.....	173 13	966 42
4	Trinity	480 00	.....	19 00	368 95	119 48	.....	.....	199 88	1,187 31
5	Harmony	255 00	.....	3 30	21 50	.....	.....	.....	557 29	837 09
6	College Place	680 00	.....	23 00	.....	146 15	.....	.....	265 94	1,115 09
7	Rimini	480 00	31 25	79 50	159 65	167 20	.....	.....	18 36	935 96
8	Middle Fork	400 00	.....	11 35	.....	4 25	.....	.....	275 78	691 38
9	East Helena	4,022 00	117 88	47 62	173 97	924 46	4,500 00	735 00	447 19	10,968 12
10	Rohner	300 00	.....	.....	.....	32 00	.....	.....	136 79	468 79
11	Augusta	1,140 00	.....	42 83	10 00	41 80	.....	.....	428 44	1,663 07
12	Marysville	6,038 75	50 00	265 90	121 65	1,367 87	.....	.....	1,850 79	9,694 96
13	Cartersville	362 50	.....	5 93	65 90	9 50	.....	.....	252 79	696 62
14	Mountain	1,050 00	62 50	.....	.....	70 10	.....	.....	896 36	2,078 96
15	Upper Silver	237 50	.....	.....	.....	13 20	.....	.....	65 00	315 70
16	Canyon	150 00	.....	.....	.....	15 50	.....	.....	133 69	299 19
17	Silver City	350 00	.....	11 00	51 40	40 00	.....	.....	490 35	942 75
18	Fulton	400 00	20 95	.....	.....	58 65	.....	.....	275 68	755 28
19	Gloster	150 00	.....	5 60	5 00	32 40	.....	.....	87 87	280 87
20	Unionville	420 00	3 00	49 00	7 35	69 40	.....	.....	342 96	891 01

Financial Report of the School Districts in Lewis and Clarke County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
21	Mitchell	350 00	15 00	56 20	.....	4 25	.....	.....	159 93	585 38
22	Dearborn	237 50	.....	5 80	1 65	.....	.....	.....	150 66	395 61
23	Dearborn Canyon	463 00	24 15	86 60	96 13	.....	.....	.....	503 05	1,172 93
24	Baxendale	385 00	.....	67 50	.....	85 50	.....	.....	499 60	1,037 60
25	Craig	360 00	.....	13 00	.....	28 25	.....	.....	386 65	787 90
26	Mt. Ree	312 50	.....	9 95	.....	90 75	.....	.....	255 39	668 59
27	Hogan	400 00	.....	.....	.....	30 00	.....	.....	244 30	674 30
28	Austin	450 25	26 82	32 30	113 60	37 80	.....	.....	305 40	966 17
29	Willard	400 00	.....	39 74	187 07	52 63	.....	.....	133 82	813 26
30	Longview	150 00	.....	.....	2 75	.....	.....	.....	66 09	218 84
32	Clough	300 00	.....	50 01	54 43	5 59	.....	.....	208 47	618 41
33	York	511 87	.....	.....	68 80	64 30	.....	.....	658 69	1,303 66
34	Canyon Ferry	300 00	.....	55 00	.....	91 40	.....	.....	231 82	678 22
35	Stickney	467 50	.....	.....	27 50	.....	.....	.....	281 61	776 61
36	Little Prickly Pear	150 00	.....	.....	.....	58 00	.....	.....	329 00	537 00
37	Bald Butte	900 00	.....	24 15	109 80	98 85	.....	.....	233 48	1,366 28
38	Lincoln	435 60	.....	15 92	.....	22 25	.....	.....	347 53	821 30
39	Silver Camp	200 00	.....	5 60	.....	.....	.....	.....	27 19	232 79
	Totals	$67,083 18	$751 07	$1,283 47	$5,122 48	$14,593 37	$4,500 00	$16,006 30	$17,880 94	$127,220 81

Statistical Report of the School Districts in Lewis and Clarke County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Helena	3,418	1,617	1,801	1,118	591	527	125.83	84.98	.....	.....	1,570	1,165	.....	4	45	49	3	....	9	....
Kenwood	124	62	62	40	23	17	.....	90	.....	.....	53	40	.....	....	1	1	....	....	9	10
Prickly Pear Valley	43	14	29	25	15	10	70	.....	.....	.....	14	9	.....	1	....	1	....	....	9	....
Trinity	43	21	22	20	11	9	.....	60	.....	.....	12	12	.....	....	1	1	....	....	7	10
Harmony	16	6	10	8	6	2	.....	60	.....	.....	7	6	.....	....	1	1	....	....	4	7
College Place	58	34	24	9	4	5	80	.....	.....	.....	24	12	.....	1	....	1	....	....	8	....
Rimini	44	26	18	15	6	9	65	.....	.....	.....	21	20	.....	1	....	1	....	....	8	....
Middle Fork	27	11	16	14	9	5	.....	50	.....	.....	13	13	.....	....	1	1	....	....	7	....
East Helena	314	160	154	185	97	88	100	70	.....	.....	105	105	.....	1	5	6	....	....	9	....
Rohner	12	7	5	2	.....	2	.....	.....	.....	.....	3	.....	3	....	1	1	....	....	6	....
Augusta	89	44	45	31	15	16	60	60	.....	.....	52	48	11	1	1	2	....	....	7	....
Marysville	460	232	228	199	116	83	104	72	.....	.....	260	260	.....	2	7	9	....	....	8	16
Cartersville	27	14	13	11	5	6	.....	50	.....	.....	10	10	.....	....	1	1	....	....	7	5
Mountain	63	33	30	31	17	14	.....	50	.....	.....	47	38	7	....	3	3	....	....	7	....
Upper Silver	15	9	6	4	1	3	.....	50	.....	.....	6	6	.....	....	1	1	....	....	6	....
Canyon	13	3	10	1	.....	1	.....	50	.....	.....	6	4	5	....	1	1	....	....	3	....
Silver City	31	19	12	8	3	5	.....	50	.....	.....	14	14	.....	....	1	1	....	....	7	....
Fulton	21	8	13	3	1	2	.....	50	.....	.....	14	14	.....	....	1	1	....	....	7	....
Gloster	14	7	7	10	4	6	.....	50	.....	.....	2	2	.....	....	1	1	....	....	3	....
Unionville	32	18	14	5	2	3	.....	60	.....	.....	10	10	.....	....	1	1	....	....	7	....
Mitchell	21	13	8	9	5	4	.....	50	.....	.....	8	8	.....	....	1	1	....	....	8	....

Statistical Report of the School Districts in Lewis and Clarke County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of School Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2: No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Dearborn	18	11	7	6	1	5	.....	50	.....	.....	11	9	1	....	1	1	....	....	5	5
Dearborn Canyon	40	24	16	45	26	19	.....	60	.....	.....	9	9	.....	....	1	1	....	....	9	....
Baxendale	33	19	14	19	8	11	.....	55	.....	.....	14	13	.....	....	1	1	....	....	7	....
Craig	26	16	10	9	3	6	60	.....	.....	.....	11	11	.....	1	....	1	....	....	6	....
Mt. Ree	9	6	3	1	.....	1	.....	50	.....	.....	7	7	.....	....	1	1	....	....	8	5
Hogan	11	7	4	5	5	.....	50	.....	.....	.....	6	6	.....	1	....	1	....	....	8	2
Austin	27	15	12	7	4	3	.....	60	.....	.....	19	19	.....	....	1	1	....	....	8	....
Willard	28	18	10	9	7	2	.....	50	.....	.....	16	10	.....	....	1	1	....	....	6	....
Longview	12	6	6	3	2	1	.....	50	.....	.....	6	6	.....	....	1	1	....	....	3	....
Clough	27	14	13	11	6	5	.....	50	.....	.....	10	10	.....	....	1	1	....	....	6	....
York	40	21	19	16	7	9	.....	65	.....	.....	24	15	.....	....	1	1	....	....	7	15
Canyon Ferry	25	16	9	7	3	4	.....	50	.....	.....	11	11	.....	....	1	1	....	....	6	....
Stickney	36	21	15	7	5	2	65	55	.....	.....	18	16	.....	1	....	1	....	....	6	15
Little Prickly Pear	24	8	16	13	8	5	.....	50	.....	.....	11	5	.....	....	1	1	....	....	3	....
Bald Butte	60	35	25	32	15	17	90	.....	.....	.....	23	13	.....	1	....	1	....	....	10	....
Lincoln	27	12	15	13	5	8	50	.....	.....	.....	11	10	.....	1	....	1	....	....	7	....
Silver Camp	14	6	8	8	5	3	.....	50	.....	.....	5	5	.....	....	1	1	....	....	4	....
Totals	5,342	2,613	2,729	1,959	1,041	918	$74.60	$56.73	.....	.....	2,203	1,831	26	16	86	102	3	....	6.86	....

Statistical Report of the School Districts in Lewis and Clarke County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number of Days of Attendance During the Year	Total Number Days' Taught	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Helena	16	2,334	316,427	176	2,712	17,525	1,897.39	1,797.82	94	9	25	1,500	1,000	....	....	1	9	10	$300,000
Kenwood	.....	63	7,519	173	57	608	46.97	43.46	92.52	9	10	20	10	....	....	1	....	1	20,0 0
Prickly Pear Valley	1	16	2,049	174	50	189	12.86	11.77	92.75	9	2	76	75	....	....	....	1	1	1,500
Trinity	.....	30	1,650	150	26	240	12	10.4	89.5	7	1	30	35	....	1	....	....	1	1,200
Harmony	.....	9	605	82	7	11	8	7.2	97.5	4	1	.....	.....	1	....	....	....	1	60
College Place	.....	26	2,240	160	20	640	18	14	80	8	1	.....	.....	....	....	....	1	1	2,500
Rimini	.....	37	4,464	161	96	169	29	28	94	8	1	.....	32	....	....	....	....	....	.....
Middle Fork	.....	19	2,013	138	50	125	16	14.5	91	7	1	.....	.....	1	....	....	....	1	.....
East Helena	2	233	30,456	175	170	1,551	189.33	171.88	90.73	9	6	240	125	....	....	....	1	1	7,2 0
Rohner	.....	6	2,295	118	23	54	3	2.5	83	6	1	81	25	....	1	....	....	1	450
Augusta	1	76	7,092	236	50	312	68.35	59	95	7	2	300	150	....	1	....	....	1	1,500
Marysville	.....	377	43,410	164	338	3,918	303	278	91	8	3	252	370	....	1	....	....	1	5,.00
Cartersville	.....	27	2,177	140	50	483	22	19	93	7	2	.....	.....	....	1	....	....	1	.....
Mountain	.....	28	2,148	112	25	672	25	19	80	7	2	276	175	....	1	....	....	1	520
Upper Silver	.....	9	440	110	38	110	5	4	80	6	1	.....	.....	....	....	....	....	....	400
Canyon	.....	6	292	58	14	28	5.5	5	98	3	1	.....	.....	1	....	....	....	1	.....
Silver City	.....	22	1,680	140	20	415	16	12.5	80	7	1	.....	.....	....	1	....	....	1	400
Fulton	.....	21	2,335	131	10	325	19	16	86	7	2	24	12	1	....	....	....	1	300
Gloster	.....	7	326	59	8	39	7	6	89	3	1	16	8	1	....	....	....	1	75
Unionville	.....	16	1,575	138	56	185	12	11	89.5	7	1	69	60	....	1	....	....	1	300
Mitchell	.....	12	785	143	15	286	8	6	75	8	1	198	75	....	....	....	....	....	400

Statistical Report of the School Districts in Lewis and Clarke County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days Taught	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Dearborn	.....	12	737	95	6	95	10	9	86	5	1	9	9	1	....	....	....	1	350
Dearborn Canyon	.....	14	2,095	173	10	271	14	12.25	88.5	9	2	.....	.....	....	....	....	....	....	.....
Baxendale	.....	18	1,539	135	18	526	13.48	11.25	74.28	7	1	8	8	1	....	....	....	1	550
Craig	.....	28	2,474	115	116	746	28	21.5	77	6	1	.....	.....	....	1	....	....	1	1,600
Mt. Ree	.....	7	640	160	35	128	4.8	4	83.33	8	1	31	25	1	....	....	....	1	125
Hogan	.....	14	1,271	127	10	103	8	7	92	8	2	25	25	1	....	....	....	1	200
Austin	1	28	2,560	160	55	160	17	16	91	8	2	68	70	....	1	....	....	1	300
Willard	1	24	1,372	104	49	208	15	13	86.5	6	1	35	25	1	....	....	....	1	.....
Longview	.....	8	444	59	8	13	7.73	7.52	96.78	3	1	23	19	....	1	....	....	1	500
Clough	.....	17	1,340	109	5	148	13	11,7	91	6	1	.....	.....	....	1	....	....	1	300
York	.....	21	2,367	155	10	310	20	17.5	90	6	1	.....	.....	....	....	....	....	....	.....
Canyon Ferry	.....	13	917	118	28	83	9	8.3	92	7	1	50	20	1	....	....	....	1	50
Stickney	.....	16	1,198	129	33	129	11	10	90	6	2	.....	.....	....	1	....	....	1	800
Little Prickly Pear	.....	6	275	57	18	40	5	4	87.5	3	1	50	22	....	1	....	....	1	400
Bald Butte	.....	51	5,524	188	50	116	30	29	97	10	1	54	25	....	1	....	....	1	675
Lincoln	.....	19	1,766	138	.....	124	13.7	12.8	94	7	1	.....	.....	1	....	....	....	1	.....
Silver Camp	.....	7	412	78	19	44	6	5.2	90	4	1	.....	.....	....	....	....	....	....	.....
Totals	22	3,677	456,869	5,038	4,315	31,199	2,949.11	2,738.05	88.5	258	86	3,436	$24 00	12	15	2	11	41	$348,555

Financial Report of the School Districts in Madison County, Montana, for the Year Ending August 31, 1901.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bond	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Virginia City	$168 95	$1,863 90						$2,032 85
2	Laurin	316 37	341 71						658 08
3	Adobetown	270 56	818 05						1,088 61
4	Laurin	529 28	911 24						1,440 52
5	Sheridan	505 60	1,933 96						2,439 56
6	Galahan	355 34	486 69						842 03
7	Twin Bridges	231 71	1,366 86						1,598 57
8	Brandon	332 28	269 23						601 51
9	Norris	367 27	691 44						1,058 71
10	Ennis	296 19	507 39						803 58
11	Pony	1,415 08	1,553 25					$500 00	3,468 33
12	Blaine	20 43	176 04						196 47
13	Meadow Creek	557 38	663 47						1,220 85
14	Ennis	137 62	476 33						613 95
15	Taylor's School House	13 10	362 42					41 50	417 02
16	Red Bluff	53 94	528 11						582 05
17	Silver Star	253 19	414 20						667 39
18	Iron Rod	202 69	310 65						513 34
19	Waterloo	405 70	621 30						1,027 00
20	Pageville P. O.	128 02	362 42						490 44
21	Jefferson Island	289 06	579 88						868 94
22	Sheridan	105 52	548 82						654 34
23	Ferguson	567 03	621 30						1,188 33
24	Pageville	96 44	321 00						417 44
25	Home Park	379 55	310 65					11 50	701 70

Financial Report of the School Districts in Madison County, Montana—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands	Raised by Special Tax	Amount Received From Sale of Bonds	Borrowed	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
26	Upper Wisconsin	204 13	238 17						442 30
27	Melrose	164 27	124 26						288 53
28	Cameron	45 34	186 39						231 73
29	Home Park	1 01	207 10						208 11
30	Blaine	81 56	310 65						392 21
31	Lakeview	98 90	217 45						316 35
32	Summit Valley	100 91	445 27						546 18
33	Ennis (Wigwam)	297 61	331 36						628 97
34	Salesville, joint with Gallatin No. 45	143 96	124 26						268 22
36	Monida	198 95	458 79						657 74
36	Revenue	171 13	46 26					213 18	430 57
37	Rochester	64 68	465 97						530 65
38	Lyon	300 75	196 79						497 50
39	Ennis (Jack Creek)	21 04	186 39						207 43
40	Ennis (Farrelton)	64 82	207 10						271 92
41	Parrot	130 01	289 94						419 95
42	Silver Star P. O.	87 08	227 81						314 89
43	Monida	136 43	72 48						208 91
44	Red Bluf, joint with Gallatin No. 54	4 51	269 23						273 74
45	Mammoth	86	207 10						207 96
46	Mayflower	8 99	227 81						236 80
47	Monida		79 67					315 95	395 62
48	East Meadow Creek		89 95					470 17	560 12
	Totals	$10,325 24	$22,250 47					$1,552 30	$34,128 01

Financial Report of the School Districts in Madison County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Virginia City	$1,580 00	$38 05	.....	$78 25	$259 70	.....	.....	$76 85	$2,032 85
2	Laurin	297 50	.....	.....	68 00	20 25	.....	.....	272 33	658 08
3	Adobetown	760 00	22 40	63 50	.....	18 65	.....	.....	224 06	1,088 61
4	Laurin	585 00	55 00	123 25	.....	37 00	.....	.....	640 27	1,440 52
5	Sheridan	1,995 00	.....	.....	.....	418 20	.....	.....	26 36	2,439 56
6	Galahan	293 75	.....	66 54	3 75	15 50	.....	.....	462 49	842 03
7	Twin Bridges	1,040 00	.....	.....	.....	232 60	.....	.....	325 97	1,598 57
8	Brandon	350 00	28 10	30 00	5 20	.....	.....	.....	188 21	601 51
9	Norris	473 25	.....	218 15	87 00	44 60	.....	147 12	88 59	1,058 71
10	Ennis	480 00	.....	.....	8 55	69 00	.....	.....	246 03	803 58
11	Pony	1,836 00	13 15	117 63	73 35	319 25	.....	.....	1,108 95	3,468 33
12	Blaine	120 00	.....	.....	.....	12 30	.....	.....	64 17	196 47
13	Meadow Creek	182 50	.....	.....	16 25	18 80	.....	519 98	483 32	1,220 85
14	Ennis	368 75	.....	20 75	.....	17 65	.....	.....	206 80	613 95
15	Taylor's School House	150 00	14 40	25 50	.....	31 15	.....	.....	195 97	417 02
16	Red Bluff	217 25	14 45	61 40	.....	16 50	.....	.....	272 45	582 05
17	Silver Star	386 85	.....	.....	40 95	51 95	.....	.....	187 64	667 39
18	Iron Rod	350 90	.....	.....	.....	19 00	.....	.....	143 44	513 34
19	Waterloo	450 00	17 65	55 00	4 00	51 65	.....	.....	448 70	1,027 00
20	Pageville P. O.	240 00	.....	.....	93 95	26 00	.....	.....	130 49	490 44
21	Jefferson Island	600 00	.....	55 00	36 00	41 70	.....	.....	136 24	868 94
22	Sheridan	420 00	16 00	44 05	35 00	65 45	.....	.....	73 84	654 34
23	Ferguson	420 00	.....	.....	28 75	72 16	.....	.....	667 42	1,188 33
24	Pageville	270 00	.....	.....	3 85	50 50	.....	.....	93 09	417 44
25	Home Park	447 50	18 00	50 00	16 75	16 00	.....	.....	153 45	701 70
26	Upper Wisconsin	150 00	.....	.....	.....	13 95	.....	.....	278 35	442 30

Financial Report of the School Districts in Madison County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
27	Melrose	240 00				10 00			38 53	288 53
28	Cameron	175 00		25 00	3 75	7 70			20 28	231 73
29	Home Park	100 00		1 50		45 40			61 21	208 11
30	Blaine	189 00	13 20	13 65		23 50			152 86	392 21
31	Lakeview	157 50			5 50	11 00			142 35	316 35
32	Summit Valley	360 00				88 70			97 48	546 18
33	Ennnis (Wigwam)	200 00	34 50		116 09	48 70			229 68	628 97
34	Salesville, joint with Gallatin No. 45								268 22	268 22
36	Monida	95 00	6 00	3 85		39 90		315 95	197 04	657 74
36	Revenue	120 00		51 28		8 75		171 13	79 41	430 57
37	Rochester	375 00	4 50		54 95	41 75			54 45	530 65
38	Lyon	330 00	7 90		16 30	10 00			133 30	497 50
39	Ennis (Jack Creek)	150 00	11 75			36 25			9 43	207 43
40	Ennis (Farrelton)	1.0 00	9 50	9 45	7 25	12 00			113 72	271 92
41	Parrot	365 00				43 20			11 75	419 95
42	Silver Star P. O.	240 00				3 75			71 14	314 89
43	Monida	180 00				5 00			23 91	208 91
44	Red Bluff, joint with Gallatin No. 54	80 00		25 00	58 00				110 74	273 74
45	Mammoth	144 00		30 00		10 10			23 86	207 96
46	Mayflower	148 15	3 95			47 91			36 79	236 80
47	Monida	270 00				14 80			110 82	395 62
48	East Meadow Creek	135 00	4 50		184 30				236 32	560 12
	Totals	$18,637 90	$18,637 90	$333 00	$1,090 50	$1,045 74		$1,154 18	$9,418 77	$34,128 01

Statistical Report of the School Districts in Madison County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of such Children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1901	3 No. of such children who attended private school or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Virginia City	183	92	91	81	41	40		$65.83		5, 3, 1	76				3	3			7	18
Laurin	42	22	20	6	2	4		50.00		1	18	15			1	1			5	17
Adobetown	65	30	35	13	6	7	$65.00	40.00		1	25	24		1	1	2			7	17
Laurin	88	42	46	49	25	24		65.00		6	58	25	6		1	1			8	11
Sheridan	207	106	101	85	39	46		71.25		2, 1	58	44			4	4			6	18
Twin Bridges	40	16	24	20	8	12	50.00			1	21	18		1		1			5	13
Wisconsin Creek	111	63	48	48	16	32	80.00	50.00		1, 3	37			1	1	2			7	10
Brandon	23	12	11	17	7	10		50.00		1	14	13			1	1			3	18
Norris	60	40	20	36	15	21	75 00	45 00			21	18		1	1	2			3	17
Ennis	40	21	19	10	8	2	60 00			1	14			1		1			7	12
Pony	160	79	81	76	40	36	82½	65.00		2, 1	70	55	3	2	1	3			8	17
Blaine	16	8	8	5	4	1		40.00		2	5	4			1	1			2	18
Meadow Creek	27	15	12	8	5	3		50.00	1	1	13	13			1	1			5	
Ennis	48	24	24	8	1	7	50.00			1	22			1		1				
Laurin (Taylor schl)	39	13	26	17	8	9	50.00	50.00		1	15	13				1			4	19
Red Bluff	33	21	12	15	6	9		50.00		1	19			1		1			3	16
Silver Star	61	27	34	35	15	20	65.00				33	26		1		1			5	15
Iron Rod	26	14	12	6	2	4		50.00		1	11	8			1	1			9	5
Waterloo	52	29	23	8	3	5	75.00			1	22			1		1			5	18
Pageville	34	23	11	10	6	4		40.00		5 mos	16	9			1	1			5	15
Jefferson Island	54	29	25	24	10	14	75.00			1	22	20		1		1			7	13
Sheridan	45	28	17	11	5	6		60.00		1	23				1	1			7	
Ferguson	55	31	24	29	19	10	60.00	50.00		1	22	8		1		1			8	10
Pageville	22	14	8	12	5	7		45.00		7 mos	10				1	1			5	16
Home Park	34	9	25	20	8	12					13									

Statistical Report of the School Districts in Madison County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children between 8 and 14 years of age residing in the District September 20, 1901	2 No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1901	3 No. of such Children who attended Private Schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Upper Wisconsin	22	7	15	9	6	3	.....	50.00	.....	2	11	6	.....	....	1	1	....	....	4	....
Melrose P. O.	15	7	8	6	3	3	40.00	40.00	.....	1	7	3	4	1	....	1	....	....	2	18
Cameron	23	13	10	14	4	10	40.00	.....	.....	.....	8	8	.....	1	....	1	....	....	4	8
Home Park	13	8	5	5	3	2	.....	50.00	.....	1	3	3	.....	....	....	1	....	....	2	13
Blaine	27	11	16	4	.....	4	.....	45.00	.....	1	14	14	.....	....	1	1	....	....	4	2
Lakeview	17	9	8	18	11	7	.....	30.00	.....	1	9	4	.....	....	1	1	....	....	5	11
Pony (Summit Val.)	33	13	20	5	3	2	60.00	.....	.....	1	11	11	.....	1	....	1	....	....	5	18
Ennis (Wigwam)	19	10	9	19	10	9	.....	42.00	.....	1	11	10	.....	....	1	1	....	....	4	16
Salesville	12	4	8	.....	.....	.....	.....	42.00	.....	1	6	6	.....	....	1	1	....	....	2	18
Monida	21	12	9	10	4	6	.....	42.00	.....	1	6	6	.....	....	1	1	....	....	5	18
Revenue	20	15	5	7	5	2	.....	40.00	.....	1	10	8	.....	....	2	1	....	....	3	....
Rochester	85	48	37	44	26	18	75.00	.....	.....	1	32	27	.....	1	....	1	....	....	4	16
Lyon	25	7	18	9	4	5	.....	50.00	.....	1	13	.....	.....	....	1	1	....	....	7	11
Ennis	25	15	10	12	6	6	.....	.....	.....	.....	13	.....	.....	....	1	....	....	....	5	....
Ennis	16	5	11	5	3	2	.....	40.00	.....	1	7	.....	.....	....	....	....	....	....	2	18
Parrot	35	18	17	21	9	12	.....	52½	.....	1	18	15	.....	....	....	....	....	....	7	1
Silver Star	20	11	9	11	6	5	.....	40.00	.....	1	11	.....	.....	....	1	....	....	....	5	10
Monida	9	5	4	2	1	1	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Red Bluff	20	12	8	9	5	4	.....	40.00	.....	.....	11	3	.....	....	1	....	....	....	3	....
Mammoth	20	9	11	9	3	6	.....	40.00	.....	.....	11	10	.....	....	1	1	....	....	3	9
Mayflower	21	11	10	16	11	5	.....	60.00	.....	1	8	6	.....	....	1	1	....	....	3	....
Monida	21	13	8	10	5	4	.....	45.00	1	1	9	.....	.....	....	1	1	....	....	5	17
Meadow Creek	33	17	16	21	6	15	.....	45.00	1	1	16	15	.....	....	1	1	....	....	2	18
Totals	2,117	1,088	1,029	915	438	477	$64.00	$48.00	2	53	890	368	13	17	34	51	....	....	5.83	....

Statistical Report of the School Districts in Madison County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total No. Days Attendance	Total Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Virginia City	1	134	15,091	15,091	87	1,580	105	95	90	8	2	417	410					1	$8,000
Laurin		31	2,431	2,431	169	380	31	20	65	6								1	880
Adobetown	1	62	4,734		1,086		38	30	78	8	1	18	20	1				1	300
Laurin		66	4,292	4,292		368	27	25	92	9	3	39	70		1			1	1,000
Sheridan		136	12,212	12,212		1,053	105	100	93	7	3	340	307					1	5 250
Twin Bridges		34	2,459	2,459	307	387	24	21	87½	6	2	72	66					1	500
Wisconsin Creek	1	92	9 591	9.591	479	683	66	62	93	8	2							1	6,000
Brandon		21	1,251	1,251	47	96	17	15	88	4	1	33	40						100
Norris	1	34	1,965	1,965		243	31	26	84	4								2	600
Ennis		21	2,459	2,459	100	733	18	16	88	8	1	30	23					1	1,100
Pony	1	136	41,344	41,344	204	1,528	111	104	94	9	1							1	
Blaine		7	236	236	16	19	5	5	92	3	1	2	12					1	
Meadow Creek		26	1,173	1,173	142	230	17	14	85	5									
Ennis																			1,250
Laurin		31	1,720	1,720		124	18	17	94	5		25	14					1	1.500
Red Bluff		27	1,267	1,267		457	22	16	73	4	1		30	1				1	200
Silver Star	1	38	3,640	3,640		194	33⅓	31	93	6	1		5					1	1[illegible]5
Iron Rod		15	1,715½	1,715½			12	10	83	9	1							1	150
Waterloo	1	32	3.304	3.304		472	32	28	87	6	2								
Pageville		15	1,142	1,142		190	11	9	85	6	2	1	5						
Jefferson Island		40	4,227	4.227		682	32	27	84	8	1								1,225
Sheridan		43	4,204	4,204	129	528	33	30	90	7	2								835
Ferguson		21	1.798	1,798	174	343	12	10	83	9	1	9	57.50						300
Pageville		14	1,454½	1,454½		176½	14	12	86	6	1	1	12						600
Home Park																			

Statistical Report of the School Districts in Madison County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Upper Wisconsin	1	15										10	25						
Melrose P. O.		8	394	394		5	6.7	6.8	98	3		28	10						500
Cameron		11	830.5	830.5	13	15	9.6	9.4	97	4									
Home Park		9	291	291	27	16	5.7	5.4	94	3									35
Blaine		23	1,034	1,034	65	606	20	12	60	4									200
Lakeview		15	933	933		172	9	8	84	6		50							150
Pony	1	29	2,870	2,870			27	24	88	6									1 0
Ennis		16	1,053½		80	193	12.9	10.9	84	5									450
Salesville		15	585		33	134	15	10	66	3									60
Monida		19					12	10.5	87	6	1	22	6						
Revenue		15	765	765	13	74	13	12	91	3									
Rochester	1	47	2,611	2,611		649	34	27	78	5	2		71						225
Lyon		8	949	949		5	6	5.6	93	7	2								100
Ennis		14	9,015	9,015		901	13	9	69	5	1	17	15						150
Ennis		11	638	638			11	10	98	3	1	25	5						
Parrot		25	2,472	2,472		677	19	17	89	7	1								
Silver Star		24	2,143	2,143	117		24	19.4	80	6	1	45	15						200
Monida																			
Red Bluff		6	503½	503½	18	70	5.6	5.1	90	3		40	25						
Mammoth		16	958	958	64	98	15	13	86	3									
Mayflower		15	814	814	5	86	15	13	86	3									
Monida	1	15	15	1,654	1,654	101	15	14	93	6	1								
Meadow Creek	1	22	849	849	27	224	18	14	77	3	1								
Totals	12	1,494	163,545	168,669	3,871	13,216	40	22	80	245	41	1,234	873.00	15	11	1	1	28	$26,185

Financial Report of the School Districts in Meagher County, Montana, for the Year Ending August 31, 1901.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Big Elk	$115 68	$840 00						$955 68
2	Little Elk	491 45	700 00						1,191 45
3	Martinsdale								
4	Comb Creek	594 10	660 00						1,254 10
5	Castle	1,311 70	1,500 00						2,811 70
6	Dorsey	352 99	420 00						772 99
7	Battle Creek	566 05	660 00						1,226 05
8	White Sulphur Springs	2,756 68	6,225 00					$1,285 94	10,267 62
9	Newlon	1,650 80	780 00						2,430 80
10	Ft. Logan	839 59	900 00						1,736 59
11	Sheep Creek	53 00	90 00						143 00
12	Joint with Fergus								
13	Joint with Cascade								
14	Camas	387 82	570 00						957 82
15	Two Dot		600 00						600 00
16	Harlow								
17	Copper		273 30						273 30
	Totals	$9,119 86	$14,218 30					$1,285 94	$24,601 10

Financial Report of the School Districts in Meagher County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Big Elk	$375 00	.....	.....	$125 60	$58 75	.....	.....	$396 33	$955 68
2	Little Elk	495 00	.....	.....	.....	.....	.....	.....	696 45	1,191 45
3	Martinsdale	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Comb Creek	440 00	24 28	31 25	84 25	23 91	.....	.....	650 41	1,254 10
5	Castle	1,305 00	.....	.....	42 33	259 80	.....	.....	1,224 57	2,811 70
6	Dorsey	350 00	.....	28 95	20 25	8 00	.....	.....	365 79	772 99
7	Battle Creek	480 00	.....	57 10	4 70	.....	.....	.....	684 25	1,226 05
8	White Sulphur Springs	3,500 00	100 00	.....	91 90	825 00	.....	$690 86	5,059 86	10,267 62
8	Newlan	190 00	.....	90 00	1,197 39	5 00	.....	.....	948 41	2,430 80
10	Fort Logan	800 00	23 60	.....	.....	9 90	.....	.....	903 09	1,736 59
11	Sheep Creek	60 00	.....	.....	.....	.....	.....	.....	83 00	143 00
12	Joint with Fergus	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Joint with Cascade	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Camas	285 00	.....	.....	.....	.....	.....	.....	672 82	957 82
15	Two Dot	200 00	.....	.....	239 65	92 21	.....	.....	68 14	600 00
16	Harlow	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	Copper	117 50	.....	17 50	8 70	19 85	.....	.....	109 75	273 30
	Totals	$8,597 50	$147 88	$224 80	$1,814 77	$1,282 42	.....	$690 86	$11,862 87	$24,621 10

Statistical Report of the School Districts in Meagher County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Big Elk	23	14	9	11	6	5	.....	55	.....	1	12	12	.....	....	1	1	....	....	8	....
Little Elk	23	14	9	6	3	3	.....	52	.....	1	10	10	.....	....	1	1	....	....	9	....
Martinsdale	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Comb Creek	25	19	6	16	9	7	.....	55	.....	3	5	5	.....	....	1	1	....	....	8	8
Castle	43	27	16	17	6	11	85	60	.....	3	25	25	.....	1	1	2	....	....	9	....
Dorsey	20	10	10	7	3	4	.....	50	.....	1	10	7	.....	....	1	1	....	....	7	....
Battle Creek	23	16	7	9	6	3	.....	60	.....	1	15	15	.....	....	1	1	....	....	8	....
White Sul. Springs	245	113	132	50	24	26	125	75	.....	2	33	33	.....	1	3	4	....	....	10	....
Newlan	20	8	12	10	5	5	.....	60	.....	1	7	7	.....	....	1	1	....	....	8	....
Ft. Logan	37	20	17	9	4	5	.....	40	.....	3	9	9	.....	....	3	3	....	....	6	....
Sheep Creek	4	1	3	.....	.....	.....	.....	20	.....	1	3	3	.....	....	1	1	....	....	3	....
Joint with Fergus	8	3	5	2	1	1	.....	50	.....	1	7	7	.....	....	1	1	....	....	6	....
Joint with Cascade	1	1	.....	7	3	4	.....	50	.....	1	1	1	.....	....	1	1	....	....	....	....
Camas Creek	12	5	7	3	1	2	.....	47½	.....	3	4	4	.....	....	1	1	....	....	6	....
Two Dot	31	14	17	12	5	7	.....	50	.....	1	10	10	.....	....	1	1	....	....	4	....
Harlow	45	21	24	11	4	7	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Copper	19	14	5	5	1	4	.....	50	.....	1	13	8	.....	....	....	....	....	....	2	7
Totals	579	300	279	175	81	94	105	52	2	24	166	158	.....	2	18	20	....	....	6.75	15

Statistical Report of the School Districts in Meagher County, Montana—Continued.

DISTRICT	Number of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total Number Days Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	Number of Months of School	Number of Visits by County Superintendents	District Libraries: Number of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Big Elk		22	2,300		21	310	18	15	83	8	2	40	60					1	$600
Little Elk		12	613		61	141		6	81	9	3	6	10					1	100
Martinsdale																			
Comb Creek		9	868½		51	97	7	5	80	8	2	59	150					1	575
Castle		49	6,344		38	300	38	35	96	18	5	75	75					1	2,200
Dorsey		11	834		40	62	8	6	79	7	3							1	500
Battle Creek		21	2,163½			280	16	14	90	8	1							1	150
W. Sul. Springs		108	14,759		422	1,070	76	74	92	30	6	185	240					1	11,200
Newlan	1	15	670		15	29	9	8	88	6	1	106	65					1	890
Ft. Logan		12	288		8	20	12	11	92	18	5	100	125					1	200
Sheep Creek		3	150		12	7	3	2	90	3	1	12	7					1	25
Joint with Fergus		8	713½		63	90	7	6	88	6	1	6	10					1	100
Joint with Cascade																		1	200
Camas Creek		11	695		63	118	8	7	87	6	1							1	200
Two Dot		19	1,280		6	60	17	16	93	4	1	25	30					1	850
Harlow																			
Copper		19	652		43	50	12	10	83	2⅓	1								
Totals	1	319	32,330		843	2,634	231	215	86	133⅓	33	614	772	7	6		1	14	17,490

Financial Report of the School Districts in Missoula County, Montana, for the Year Ending Aug. 31, 1901.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Missoula	$1,308 18	$17,054 50	$2,506 27	$8,341 49			$1,614 08	$30,824 52
2	Frenchtown	76 23	955 50						1,031 73
3	Grass Valley	21 15	750 75						771 90
4	Hell Gate	112 20	518 70						630 90
5	Cold Springs	120 98	655 20						776 18
6	Carlton	70 41	846 30						916 71
7	Lo Lo	356 47	641 55						998 02
8	Thompson	1,114 92	1,911 00						3,025 92
9	Heron	6 89	313 95						320 84
10	Plains	120 00	1,296 75		247 89				1,664 64
11	Potomac	163 32	540 50	79 43				21 62	804 87
12	Glande	632 64	1,378 65						2,011 29
13	Clinton		627 90						627 90
14	Bonner	2 95	1,474 20					2 95	1,480 10
15	Lothrop or Brown	80 17	586 95						667 12
16	Pattee	552 25	450 45						1,002 70
17	Superior	418 23	1,419 60						1,837 83
18	Woodman	99 31	395 85						495 16
19	Ferry	55 60	382 20						437 80
20	DeSmet	327 42	600 60						928 02

Financial Report of the School Districts in Missoula County.—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to Districts during the year	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
21	Big Flat	93 65	464 10						557 75
22	Big Bend	34 15	573 30						607 45
23	Target Range	133 22	230 00	43 00					406 22
24	O'Keefe	209 76	627 00						837 63
25	Stark	89 79	527 60					195 00	612 39
26	Ess	9 41	368 55						377 96
27	Bonita	7	682 50						682 57
28	Arlee	3 11	450 45					1 00	454 56
29	Grant Creek	98 29	300 30						398 59
30	Quartz	73 18	341 25						414 43
31	Paradise	29 27	286 65						325 92
32	Carlon	80 00	356 50					66 75	503 15
33	Lynch	25,58	600 60					20 24	646 42
34	St. Regis		804 59					106 31	910 90
35	Miron		395 85						395 85
36	Nine Mile								
37	Lothrop								
	Totals	$6,528 80	$39,611 24	$2,628 70	$8,589 38			$2,027 85	$59,385 97

Financial Report of the School Districts in Missoula County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Missoula	$14,569 25	$89 70	$349 01	$3,223 46	$3,340 73	.....	$3,900 00	$5,352 37	$30,824 52
2	Frenchtown	510 00	.....	.....	.....	44 25	.....	.....	477 48	1,031 73
3	Grass Valley	450 00	21 00	46 57	.....	22 50	.....	.....	231 83	771 90
4	Hell Gate	300 00	.....	.....	9 20	5 95	.....	.....	315 75	630 90
5	Cold Springs	525 00	19 25	.....	26 15	159 57	.....	.....	46 21	776 18
6	Carlton	350 00	.....	36 85	118 40	78 45	.....	.....	333 01	916 71
7	Lo Lo	411 38	.....	119 10	30 00	59 03	30 00	.....	348 51	998 02
8	Thompson	1,282 11	11 00	224 39	235 39	149 58	.....	.....	1,123 45	3,025 92
9	Heron	315 00	.....	.....	.....	87 75	.....	.....	81 91	402 75
10	Plains	737 00	38 50	82 86	243 50	226 90	.....	.....	235 88	1,664 64
11	Potomac	387 50	41 11	55 00	.....	28 15	.....	.....	293 11	804 87
12	Glande	600 00	48 00	44 00	50 18	49 50	.....	.....	1,219 61	2,011 29
13	Clinton	495 00	18 23	31 95	30 10	20 75	.....	.....	31 87	627 90
15	Lothrop or Brown	508 94	.....	99 68	.....	2 95	.....	.....	328 47	1,480 10
14	Bonner	1,049 00	.....	40 05	86 93	31 20	.....	.....	.....	667 12
16	Pattee	355 00	.....	.....	.....	26 75	.....	.....	620 95	1,002 70
17	Superior	630 00	34 70	68 45	16 75	60 65	.....	.....	1,027 28	1,837 83
18	Woodman	280 00	.....	55 00	6 65	3 30	.....	.....	150 21	495 16
19	Ferry	320 00	.....	52 55	57 70	2 00	.....	.....	63 25	437 80

Financial Report of the School Districts in Missoula County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
20	DeSmet	550 00	.....	2 40	.....	9 50	.....	.....	308 42	928 02
21	Big Flat	230 00	12 75	.....	207 39	17 30	.....	.....	90 31	557 75
22	Big Bend	385 00	9 83	.....	71 10	13 50	.....	.....	128 02	607 45
23	Target Range	220 00	.....	.....	.....	1 25	.....	.....	184 97	406 22
24	O'Keefe	410 00	18 15	20 90	.....	20 00	.....	.....	368 61	837 66
25	Stark	240 00	.....	.....	250 35	74 43	.....	.....	47 61	612 39
26	Ess	160 00	.....	.....	39 75	11 22	.....	.....	166 99	377 96
27	Bonita	241 25	.....	22 80	134 11	20 00	.....	.....	264 41	682 57
28	Arlee	337 50	15 38	1 74	1 50	17 00	.....	.....	81 44	454 56
29	Grant Creek	120 50	5 00	.....	.....	.....	.....	.....	273 29	398 59
30	Quartz	225 00	.....	55 00	5 75	14 90	.....	.....	113 78	414 43
31	Paradise	280 00	.....	2 50	.....	12 00	.....	.....	31 42	325 92
32	Carlon	240 00	15 96	44 00	59 00	.....	.....	.....	144 19	503 15
33	Lynch	285 00	.....	.....	26 97	.....	.....	.....	334 45	646 42
34	St. Regis	420 00	34 62	46 47	96 17	170 15	.....	.....	143 49	910 90
35	Miron	300 00	.....	4 65	.....	13 00	.....	.....	78 20	395 85
36	Nine Mile	.....	.....	.....	.....	.....	.....	.....	.....	.....
37	Lothrop	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	$28,719 23	$433 18	$1,505 92	$5,126 50	$4,794 21	$30 00	$3,900 00	$14,876 93	$59,385 97

Statistical Report of the School Districts in Missoula County, Montana, for the Year Ending August 31, 1901.

NAME OF DISTRICT	CENSUS For Apportionment of Public Funds: Number of Children between the ages of 6 and 21 years	Male	Female	Under 6 years of age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the District September 20, 1901	2: No. of Such Children who attended the District School at least 12 weeks during the year ending August 31, 1901	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Missoula	1,864	908	956	532	266	266	200	70	.....	1 to 12	1,040	1,040	.....	1	23	24	....	....	9	....
Frenchtown	65	29	36	32	15	17	.....	60	.....	.....	39	40	.....	....	1	1	....	....	8	10
Grass Valley	43	19	24	13	8	5	.....	50	.....	.....	13	13	.....	....	1	1	....	....	9	....
Hell Gate	33	16	17	15	8	7	.....	50	.....	.....	15	15	2	....	1	1	....	....	6	....
Cold Springs	48	21	27	19	9	10	.....	50	.....	.....	19	19	.....	....	1	1	....	....	10	10
Carlton	56	26	30	31	17	14	.....	50	.....	.....	20	20	3	....	1	1	....	....	7	....
Lo Lo	52	28	24	14	7	7	.....	50	.....	.....	21	21	.....	....	1	1	....	....	8	....
Thompson	143	75	68	56	31	25	75	60	.....	5	33	33	.....	1	1	2	....	....	9	....
Heron	32	14	18	8	4	4	.....	45	.....	.....	13	18	.....	....	1	1	....	....	7	....
Plains	108	59	49	52	29	23	65	45	.....	2	27	26	.....	1	1	2	....	....	7	....
Potomac	48	23	25	30	15	15	.....	55	.....	.....	25	25	.....	....	1	1	....	....	7	6
Glande	92	55	37	35	18	17	60	.....	.....	3	48	48	.....	1	....	1	....	....	9	12
Clinton	57	25	32	29	16	13	.....	50	.....	3	40	25	.....	....	1	1	....	....	8	15
Bonner	139	67	72	101	49	52	70	45	1	6	49	49	.....	1	1	2	....	....	9	10
Brown	24	11	13	11	8	3	.....	50	.....	1	24	24	.....	....	2	2	....	....	10	....
Pattee	31	18	13	14	10	4	.....	45	.....	.....	12	12	.....	....	1	1	....	....	8	....
Superior	104	56	48	38	21	17	.....	52½	.....	.....	40	32	.....	....	2	2	....	....	11	....
Woodman	26	13	13	7	1	6	.....	40	.....	.....	6	6	.....	1	1	....	....	....	6	....
Ferry	25	14	11	14	7	7	.....	40	.....	4	13	13	.....	....	1	1	....	....	8	....
DeSmet	47	22	25	16	6	10	50	50	.....	1	33	28	.....	....	1	1	....	....	8	....

Statistical Report of the School Districts in Missoula County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1. No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2. No. of such children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1901	3. No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Big Flat	12	7	5	8	2	6	.....	40	1	.....	12	12	2	....	1	1	....	....	5	....
Big Bend	40	22	18	13	7	6	55	.....	.....	1	47	45	.....	1	....	1	....	....	7	....
Target Range	20	8	12	6	2	4	.....	40	.....	.....	7	7	2	....	1	1	....	....	4	....
O'Keefe	72	48	24	13	7	6	.....	47½	.....	.....	17	15	.....	....	2	2	....	....	8	....
Stark	38	17	21	28	16	12	.....	40	1	2	7	7	.....	....	1	1	....	....	3	....
Ess	17	6	11	6	5	1	.....	40	.....	.....	10	10	.....	....	1	1	....	....	6	....
Bonita	36	17	19	1	1	.....	.....	50	.....	1	15	15	3	....	1	1	....	....	8	....
Arlee	36	15	21	10	7	3	.....	45	.....	.....	19	10	.....	....	1	1	....	....	7	....
Grant Creek	27	13	14	9	6	3	.....	40	1	.....	17	11	.....	....	1	1	....	....	3	....
Quartz	34	21	13	27	16	11	.....	45	.....	.....	10	7	.....	....	....	1	....	....	4	....
Paradise	17	12	5	9	5	4	.....	40	.....	.....	8	8	.....	....	1	1	....	....	8	....
Carbon	28	14	14	5	3	2	.....	40	.....	.....	12	10	.....	1	....	1	....	....	6	....
Lynch	57	23	34	22	19	3	45	50	.....	1	38	31	.....	....	1	1	....	....	6	....
St. Regis	57	25	32.	33	19	14	.....	60	1	.....	29	25	.....	....	1	1	....	....	7	....
Miron	31	15	16	10	7	3	.....	50	1	.....	20	18	.....	....	1	1	....	....	6	....
Nine Mile	37	24	13	10	7	3	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Lothrop	44	21	23	41	24	17	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Totals	3,640	1,807	1,833	1,318	698	620	77.50	46	6	39	1.778	1,745	12	9	54	63	....	....	7.34	....

Statistical Report of the School Districts in Missoula County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendents	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Missoula	6	1,048	175	120,400	1,794	15,050	774	688	92	9	23	1,900	575	....	1	....	4	5	11,700 00
Frenchtown	.....	52	164	.....	10	450	35	28	91	8½	1	20	10	....	1	....	....	1	1,200 00
Grass Valley	.....	31	172	2,797	845	100	28	26	625	9	....	15	8	....	1	....	....	1	600 00
Hell Gate	.....	20	78	906½	31	190½	10	11.7	82	6	....	3	1	1	....	....	....	1	200 00
Cold Springs	1	23	192	2,576½	320	1,191	21	14	61	10.5	1	135	75	....	1	....	....	1	550 00
Carlton	.....	29	159	2,106½	384	1,577	22	16.5	62	7	1	56	26	....	1	....	....	1	3,200 00
Lo Lo	1	43	153	4,377	.....	1,323	29	24	83	8	....	30	15	....	1	....	....	1	1,200 00
Thompson	.....	70	170	8,326	11	444	59.1	47.69	92	9	1	.....	1	1	1	....	....	2	500 00
Heron	.....	18	57	864½	26	58½	16	16.5	92	7	1	60	45	....	1	....	....	1	500 00
Plains	.....	90	101	3,280	33	378	79	60	90	7	....	114	128 50	1	....	....	....	1	4,500 00
Potomac	.....	32	88	2,235½	177	230½	28	25	89	7.3	....	85	63.21	1	....	....	....	1	95 00
Glande	.....	59	192	5,053½	107	1,327½	58	26	79	9.6	....	140	100	....	1	....	....	1	600 00
Clinton	.....	57	175	3,505	190	186	35	32	80	8.75	1	99	100	....	1	....	....	1	600 00
Bonner	1	104	17	9,274	95	4,476	37.5	28	67	9.5	....	116	75	....	1	....	....	1	2,000 00
Brown	.....	43	183	2,992	7	210	17.5	16.3	94	10	1	13	18	1	....	....	....	1	100 00
Pattee	.....	20	154½	1,805	70	129½	19	11.7	93	8	....	.....	.....	1	....	....	....	1	90 00
Superior	.....	51	165	2,962½	649	1,008½	49	32.1	80	11	....	135	100	1	1	....	....	2	1,100 00
Woodman	.....	15	128	975½	41	312	14	8.2	60	6	....	.....	.....	....	1	....	....	1	200 00
Ferry	.....	18	154	1,837½	62	389	14	12	82	8	....	20	5	....	1	....	....	1	500 00
DeSmet	.....	27	155	3,362	80	70	21	19	89	8	....	12	12	....	....	....	1	1	658 00

Statistical Report of the School Districts in Missoula County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Big Flat		15	112	1,126¾	63	673¼	15	9.4	63	5	1	1	12		1			1	207 37
Big Bend		45	128	3,086	64	267	43	22	92	7		59	20		1			1	300 00
Target Range		10	75	445	27	74	7.4	6.1	81	4					1			1	600 00
O'Keefe		32	96½	976	70	178½	19	17	86	8	1			1				1	300 00
Stark		8	53	172	18	108	9	3	61	3		29	8 25	1				1	200 00
Ess		12	120	960	20	240	9	8	80	6		10		1					50 00
Bonita		18	117	1,518	79	64	16	13	90	8	1	87		1					900 00
Arlee		15	90	971	28	124	8	11	89	7	1	10		1					600 00
Grant Creek		20	58	868¼	149	163¼	20	14	84	3				1					500 00
Quartz		20	98	135½	25	589½	20	13.8	69	4		29		1					200 00
Paradise		11	57	579	2	30	8	10	80	8	1	13		1					450 00
Carbon		12	118	713	6	316	12	8	70	6	1			1					100 00
Lynch		31	112	2,373	300	408	25	22	85	6	1	60		1					800 00
St. Regis		31	136	2,807	88	211	22	20.6	93	7	1	30		1					900 00
Miron		18	116	1,550	35	111	17	13.3	91	6			1						300 00
Nine Mile																			
Lothrop																			
Totals	10	2,128	4,295	204,601	3,906	32,658½	1616.5	*	27,245	255	38	3,321	1,749	10	27		5	42	36,480 39

* 1,332.49 Average 38.1

Financial Report of the School Districts in Park County, Montana, for the Year Ending August 31, 1901.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Miner	$0 22	$125 61						$125 83
2	Richland	3 20	81 36		$357 17				441 73
3	Chiney Rock	102 91	432 23						535 14
4	Livingston	964 91	7,131 20	$1,618 74	4,013 53			2,208 30	15,936 68
5	Bliler	89 41	176 02						265 43
6	Luce Creek	169 21	313 08		124 54				606 83
7	Gardiner	1 51	206 71						208 22
8	Chico	130 37	325 45						455 82
9	Cooke	78 01	86 80						164 81
10	Shorthill	15 16	132 05						147 21
11	Hawkwood	70 07	335 07						405 14
12	Elton	132 51	314 00						446 51
13	Aldridge	4 69	2,421 64		630 33				3,057 00
14	Willow Creek	41 17	110 99						152 16
15	Clyde Park	57 48	437 24					32 00	526 72
16	Francis	44 11	534 16						587 27
17	Fridley	277 41	439 08						716 49
18	Hunters	69	112 30						112 99
19	Pine Creek	133 00	493 19						626 19
20	Cokedale	316 90	520 83						837 73
21	Lat	113 89	194 33						308 22
22	Sumner	15 90	184 72						184 72

Financial Report of the School Districts in Park County, Montana—Contiuued.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportionod to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
23	Brackett Creek	$30 77	$228 70						259 47
24	Hoffman	145 61	514 26						659 87
25	Horr	164 35	1,019 82						1,184 17
26	Palmer	32 01	263 98						295 99
27	Conrow		223 68						223 68
28	Darroch	19 64	221 84						241 48
29	Jardine	63 88	725 72						789 60
30	Mill Creek	180 36	491 48						671 84
31	Cottonwood	06	170 49						170 55
32	Murphy	105 42	162 73						268 15
33	Gordon	26 00	241 18						267 18
34	Bruffey	22 00	187 48						209 48
35	Upper Rock Creek	101 37	336 91						438 28
36	Muir	75 84	508 24						584 08
37	Myersburg	16 07	88 47						104 54
38	Valley View		194 73						194 73
39	Mill Creek Flat		190 63						190 63
40	Cutler	11 92	170 42						182 34
41	Shields	1 67	295 71						297 38
	Totals	$3,739 11	$21,352 53	$1,618 74	$5,130 60			$2,240 30	$34,082 28

Financial Report of the School Districts in Park County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Miner	$120 00							$5 83	$125 83
2	Richland	187 00				12 40	$224 00		18 33	441 73
3	Chimney Rock	225 00				102 90			207 24	535 14
4	Livingston	7,850 00	32 85	117 67	671 00	2,129 61	1,000 00	$1,575 00	2,559 95	15,936 68
5	Bliler	120 00							145 43	265 43
6	Luce Creek	208 00				42 35	118 00		145 43	606 83
7	Gardiner	134 50				19 45			54 27	208 22
8	Chico	225 00	14 26			39 95			177 61	455 82
9	Cooke	113 33				7 00			44 48	164 81
10	Shorthill	105 00				18 10			24 11	147 21
11	Hawkwood	170 00				52 50			182 64	405 14
12	Elton	178 00			15 00	12 50			241 01	446 51
13	Aldridge	1,348 30	49 75			406 25		90 00	1,162 70	3,057 00
14	Willow Creek	120 00				26 50			5 66	152 16
15	Clyde Park	383 00				101 83			41 89	526 72
16	Francis	315 00				31 85			240 42	587 27
17	Fridley	341 55				79 60			295 34	716 49
18	Hunters	50 62							62 34	112 99
19	Pine Creek	370 00				23 20			232 99	626 19
20	Cokedale	450 00				75 25			312 48	837 73
21	Lat	220 00				2 10			86 12	308 22
22	Sumner	95 00				19 05			70 67	184 72

Financial Report of the School Districts in Park County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
23	Brackett Creek	180 00	10 35	.....	.....	12 52	.....	.....	56 60	259 47
24	Hoffman	250 00	.....	.....	.....	124 92	.....	.....	284 95	659 87
25	Horr	552 00	20 00	.....	.....	96 91	.....	.....	515 26	1,184 17
26	Palmer	200 00	.....	.....	.....	8 00	.....	.....	87 99	295 99
27	Conrow	137 75	.....	.....	.....	.....	.....	.....	85 93	223 68
28	Darroch	120 00	.....	.....	.....	18 29	.....	.....	103 19	241 48
29	Jardine	464 75	.....	.....	.....	100 78	.....	.....	224 07	789 60
30	Mill Creek	467 50	.....	.....	.....	103 34	.....	.....	101 00	671 84
31	Cottonwood	160 00	.....	.....	.....	8 00	.....	.....	2 55	170 55
32	Murphy	115 00	.....	.....	.....	2 00	.....	.....	151 15	268 15
33	Gordon	228 00	.....	.....	.....	11 10	.....	.....	28 08	267 18
34	Bruffey	70 00	10 00	15 20	18 00	.....	.....	.....	96 28	209 48
35	Upper Rock Creek	225 00	.....	.....	.....	61 87	.....	.....	151 41	438 28
36	Muir	240 00	46 49	.....	.....	126 33	.....	.....	171 26	584 08
37	Myersburg	.....	.....	.....	.....	2 75	.....	.....	101 79	104 54
38	Valley View	225 00	.....	.....	.....	.....	.....	.....	* 30 27	194 73
39	Mill Creek Flat	60 00	.....	.....	.....	.....	.....	.....	130 63	190 63
40	Cutler	125 00	.....	.....	.....	18 25	.....	.....	39 09	182 34
41	Shields	237 25	.....	.....	.....	8 80	.....	.....	51 33	297 38
	Totals	$17,356 28	$183 70	$132 87	$704 60	$3,905 25	$1,342 00	$1,665 00	$8,792 58	$34,082 28

* $30.27, overdrawn.

Statistical Reports of the School Districts in Park County, Montana, for the Year Ending August 31 ,1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught	Statistics Relating to Compulsory Education: 1 No. of Children between 8 and 14 years of age residing in the District September 20, 1901	2 No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Miner	14	7	7	4	1	3		$40		1	6	6			1	1			3	
Richland	11	5	6					40		1	9	5			1	1			4	
Chimney Rock	11	7	4	5	2	3		45		1	5	3			1	1			6	
Livingston	834	411	423	359	199	160	65	65		1	450	400		1	10	11			9	
Bliler	11	5	6	2	1	1		40		1	10	8			1	1			4	
Suce Creek	23	14	9	9	4	5	50			2	12	12		1		1			6	
Gardiner	11	4	7	3	1	2		40		1	5	4			1	1			4	10
Chico	27	13	14	12	4	8		45		1	12	7			1	1			3	
Cooke	4	2	2	6	2	4		50		1	2	2			1	1			3	
Shorthill	17	9	8	10	5	5		35		1	8	5			1	1			3	
Hawkwood	29	17	12	7	3	4		40		1	18	18			1	1			3	
Elton	19	7	12	6	3	3		40		1	9	9			1	1			3	
Aldridge	231	132	99	117	66	51	80	65		2	161	100		1	1	2			9	
Willow Creek	29	13	16	9	7	2		40		1	18	12			1	1			3	
Clyde Park	25	17	8	13	4	9	40			1	9	14			1	1			6	
Francis	39	18	21	14	5	9		45		1	24	14			1	1			6	
Fridley	49	32	17	18	7	11		50		1	15	15			1	1			3	
Hunters	11	7	4	4	1	3		50		1	6	6			1	1			3	
Pine Creek	49	27	22	13	5	8	55			1	24	22		1		1			4	
Cokedale	33	21	12	9	7	2		55		1	20	13			1	1			8	
Lat	24	11	13	7	3	4		40		1	8	7			1	1			4	
Sumner	13	8	5	4	2	2		35		1	5	4			1	1			3	

Statistical Report of the School Districts in Park County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of School Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education				No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
											1	2	3								
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901		Male	Female	Total			Months	Days
Brackett	20	8	12	8	5	3	.....	45	.....	1	13	11	.....	....	1	1	....	....	4	....
Hoffman	36	23	13	16	6	10	.....	50	.....	1	22	17	.....	....	1	1	....	....	6	....
Horr	65	35	30	30	12	18	.....	50	.....	1	38	42	5	....	1	1	1	5	9	....
Palmer	20	15	5	6	6	.....	.....	40	.....	1	14	7	.....	....	1	1	....	....	5	....
Conrow	25	12	8	2	.....	2	.....	40	.....	1	7	7	.....	....	1	1	....	....	4	....
Darroch	15	10	5	1	1	.....	.....	40	.....	1	8	6	.....	....	1	1	....	....	3	....
Jardine	79	42	37	43	21	22	70	65	.....	1	38	32	.....	1	1	2	....	....	5	....
Mill Creek	27	17	10	12	7	5	50	35	.....	1	14	6	.....	1	1	2	....	....	6	10
Cottonwood	18	11	7	14	8	6	.....	35	.....	1	7	7	.....	....	1	1	....	....	6	....
Murphy	14	10	4	9	7	2	.....	35	.....	2	12	9	.....	....	1	1	....	....	5	....
Gordon	16	8	8	12	7	5	.....	40	.....	1	10	9	.....	....	1	1	....	....	3	10
Bruffey	12	6	6	15	9	6	.....	35	1	3	9	7	2	....	1	1	....	....	4	....
Rock Creek	25	18	7	3	2	1	.....	50	.....	1	11	7	.....	....	1	1	....	....	4	10
Muir	30	14	16	4	2	2	.....	50	.....	1	14	14	.....	....	1	1	....	....	6	....
Myersburg	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Valley View	14	10	4	6	2	4	.....	45	1	1	8	8	.....	....	1	1	....	....	6	....
Mill Creek Flat	20	6	14	7	4	3	.....	35	1	1	12	4	.....	....	1	1	....	....	3	....
Cutler	12	7	5	4	3	1	.....	35	.....	1	5	5	.....	....	1	1	....	....	5	....
Shields	32	18	14	21	10	11	.....	42½	.....	1	12	12	.....	....	1	1	....	....	4	....
Totals	1,989	1,057	932	844	444	400	58	43.60	3	45	1,060	891	7	6	47	53	1	5	5.18	....

Statistical Report of the School Districts in Park County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number of Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Miner		11	494	494	9	17	9	9	96	3				1				1	
Richland		5	77	305	3	8	4	4	93	4	1				1			1	$1,000
Chimney Rock		11	113	632	106	82½	9	7	85	6	1				1			1	1 0
Livingston	3	649	168	95,760	360	5,432	594	532	94	9	12	450	250		1		2	3	30,000
Bliler		8	78	524	3	19	7	6	97	4	1								
Suce Creek		24	109	1,924		54	19	19	95	4	3	25	20				1	1	500
Gardiner		8	89	480½	6	8½	4	4	100	4½	2	35	25	1				1	375
Chico		13	97	1,160½	16	74½	12	94	94	5	1	70	25	1				1	50
Cooke		5	58	168	10	12½	3	3	98	3					1			1	600
Shorthill		9	57	461	10	29	8	8	94	3	1	47	30	1				1	450
Hawkwood		20	136	861½	56	147½	18	15	85	3	1	3	15	1				1	500
Elton		9	59	297½	28	58½	6	5	84	3	2	14	25		1			1	750
Aldridge		152	343	15,012½	116	2,449½	101	88	81	9	1	73	60		1			1	1,500
Willow Creek		13	58	685		36	13	11	95	3	1	1	13	1				1	
Clyde Park		20	120	1,658	7	27	14	14	98	6	1	17	10	1				1	150
Francis		28	108	1,775	40	149	19	17	92	6	1			1				1	2 0
Fridley		20	58	1,085		75	20	18	90	3	1	28	25		1			1	1,000
Hunters		6	59	250	4	40	5	5	98	3	1	15	15		1			1	500
Pine Creek	1	30	77	1,936	52	159	27	25	93	4	2	24	20	1				1	400
Cokedale		23	151	1,988	78	472	14	13	80	8	1	5	20		1			1	2,000
Lat		14	72	468	20	277	12	8	70	4				1				1	100
Sumner		5	60	126	31	60	3	2	68	3	1			1				1	50

Statistical Report of the School Districts in Park County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Brackett		16	98	712	62	208	11	10	79	4	1	1	12	1				1	25
Hoffman		37	113	2,963	50	340	32	30	90	6		11	27		1			1	500
Horr		49	175	5,103	56	567	42	35	90	9	2	118	50		1			1	250
Palmer		12	93	934	10	38	11	11	96	5	1			1				1	
Conrow		11	63	685½	61	49½	10	6	93	4	1			1				1	50
Darroch		33	56	557	27	52	10	10	91	3	1	20	20	1				1	50
Jardine		51	100	4,605	115	294	36	33	90	5	2				1			1	1400
Mill Creek		8	133	787½	44	66½	7	6	91	6½	2	28	28	2				2	100
Cottonwood		12	114	1,069½	24	179	10	9	88	6	1	19	8		1			1	1,000
Murphy		11	93	591½	23	76½	7	6	88	5	1			1				1	100
Gordon	1	10	68	835	39	24½	10	9	98	3½	2			1				1	150
Bruffey		10	77	558½	16	157½	10	7	78	4½	2	4	12	1				1	500
Rock Creek		14	87	728½	16	229½	10	7	80	4½	1	63	50		1			1	250
Muir		19	114	1,284	50	128	19	16	75	6	2	162	75		1			1	535
Myersburg														1				1	660
Valley View		27	117	1,187	11	170	16	12	84	6	1			1				1	150
Mill Creek Flat		7	59	389½	5	23½	7	6	94	3	1				1			1	500
Cutler		7	85	480		115	7	5	95	5				1				1	50
Shields		26	74	1,656	25	184	26	23	90	4	1			1				1	50
Totals	5	1,443	4,366	153,377	1,589	12,592	1,202	1,071	89	191	67	1,233	845	24	16		3	43	$46,545

Financial Report of the School Districts in Powell County, Montana, for the Year Ending August 31, 1901.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Deer Lodge	$2,011 31	$6,083 39	.....	.....	.....	.....	$3,902 39	$11,997 09
2	Race Track	111 83	1,179 59	.....	.....	.....	.....	.....	1,291 42
3	Snow Shoe	.....	323 85	.....	.....	.....	.....	.....	323 85
4	Ophir	5 56	207 06	.....	.....	.....	.....	.....	212 62
7	Pioneer	125 62	862 40	.....	.....	.....	.....	.....	988 02
8	Bradley	45 00	505 61	.....	.....	.....	.....	.....	550 61
11	Ovando	362 50	869 33	.....	.....	.....	.....	.....	1,231 83
12	Washington Gulch	.....	979 66	.....	.....	.....	.....	.....	979 66
13	Clearwater	.....	667 66	.....	.....	.....	.....	.....	667 66
15	Helmville	337 38	1,961 74	.....	.....	.....	.....	.....	2,299 12
16	Strickland	.....	408 23	.....	.....	.....	.....	.....	408 23
18	Woodworth	44 14	454 36	.....	.....	.....	.....	.....	498 50
20	Garrison	.....	927 96	.....	.....	.....	.....	.....	927 96
21	Quinlan	72 69	506 88	.....	.....	.....	.....	171 51	751 08
23	Douglass	.....	468 19	.....	.....	.....	.....	.....	468 19

Financial Report of the School Districts in Powell County, Montana—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands	Raised by Special Tax	Amount Received From Sale of Bonds	Borrowed	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
25	Hoover	141 56	719 11						860 67
26	Sunset	6 88	147 84					144 48	299 20
27	Elliston	295 01	2,059 24					6 00	2,360 25
28	Emery		505 07						505 07
29	Avon		1,045 59						1,045 59
31	Coloma	76 40	320 32						396 72
33	Gold Creek		734 14						734 14
37	Riverside	154 98	323 25					198 75	676 98
38	Blossburg		177 92						177 92
41	Nevada Creek		539 54						539 54
42	Salmon Creek		647 70						647 70
43	Shanley Creek		488 44						488 44
	Totals	$3,790 86	$24,114 07					$4,423 13	$32,328 06

Financial Report of the School Districts in Powell County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Deer Lodge	$4,530 15	.....	.....	.....	$1 601 59	.....	$600 25	$5,265 10	$11,997 09
2	Race Track	513 00	$30 00	$73 10	.....	62 50	.....	.....	612 82	1,291 42
3	Snow Shoe	135 00	.....	.....	5 00	2 25	.....	.....	181 60	323 85
4	Ophir	90 00	.....	.....	.....	.....	.....	.....	122 62	212 62
7	Pioneer	300 00	.....	1 30	12 62	15 00	.....	.....	659 10	988 02
8	Bradley	225 00	.....	.....	.....	5 00	.....	.....	320 61	550 61
11	Ovando	480 00	.....	.....	30 00	31 13	.....	.....	690 70	1,231 83
12	Washington Gulch	150 00	.....	.....	.....	.....	.....	.....	829 66	979 66
13	Clearwater	55 00	.....	.....	.....	.....	.....	.....	612 66	667 66
15	Helmville	522 00	.....	.....	50 40	84 48	.....	.....	1,642 24	2,299 12
16	Strickland	150 00	.....	.....	.....	.....	.....	.....	258 23	408 23
18	Woodworth	93 04	.....	.....	.....	.....	.....	.....	405 46	498 50
20	Garrison	148 18	.....	.....	.....	.....	.....	.....	779 78	927 96
21	Quinlan	225 00	.....	.....	145 00	.....	.....	.....	381 08	751 08
23	Douglass	164 00	.....	3 60	.....	.....	.....	.....	300 59	468 19

Financial Report of the School Districts in Powell County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
25	Hoover	193 06							$667 61	$860 67
26	Sunset	111 00							188 20	299 20
27	Elliston	636 00				57 55			1,666 69	2,360 25
28	Emery	164 00			10 70				330 37	505 07
29	Avon	373 00							672 59	1,045 59
31	Coloma	228 00				7 50			161 22	396 72
33	Gold Creek	130 00		24 00					580 14	734 14
37	Riverside	225 00		6 00		15 00			430 98	676 98
38	Blossburg	75 40							102 52	177 92
41	Nevada Creek	150 00				5 00			384 54	539 54
42	Salmon Creek	133 00			11 50				503 20	647 70
43	Shanley Creek	140 00			47 35				301 09	488 44
	Totals	$10,338 83	$30 00	$108 00	$812 57	$1,887 01		$600 25	$19,051 40	$32,328 06

Statistical Report of the School Districts in Powell County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of such Children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1901	3 No. of such children who attended private school or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Deer Lodge	472	205	267	140	71	69	$125	$60			228	228		1	6	7			9	
Race Track	54	25	29	17	7	10	60	60			19	19							7	
Snow Shoe	18	11	7	7	3	4		45			8	8							3	
Ophir	27	17	10	10	6	4		45			14	14							2	
Pioneer	52	25	27	22	14	8		60			23	12							4	
Bradley	20	14	6	10	6	4	45	45		2	17	14	10						5	
Ovando	46	28	18	7	2	5		60			13	30							6	
Washington Gulch	43	22	21	13	5	8		50			30	30							6	
Clearwater	8	6	2	4	2	2		55			8	4							3	
Helmville	72	37	35	27	16	11		60			42	42							6	
Strickland	40	23	17	7	3	4		50			33	33							6	
Woodworth	20	9	11	10	3	7		41			7	12							6	
Garrison	44	28	16	7	4	3		55		2									6	
Quinlan	32	20	12	7	2	5		50			16	5							4	
Douglass	22	15	7	3	2	1		30			17	16							6	

Statistical Report of the School Districts in Powell County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children between 8 and 14 years of age residing in the District September 20, 1901	2: No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1901	3: No. of such Children who attended Private Schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Hoover	34	18	16	15	7	8	.....	50	.....	.....	26	26	.....	....	....	....	....	....	6	....
Sunset	12	5	7	2	1	1	.....	25	.....	.....	8	8	.....	....	....	....	....	....	3	....
Elliston	68	38	30	21	6	15	75	.....	.....	.....	35	35	.....	....	....	....	....	....	9	....
Emery	38	19	19	9	5	4	.....	45	.....	.....	19	10	.....	....	....	....	....	....	....	....
Avon	32	12	20	13	7	6	.....	60	.....	.....	12	10	.....	....	....	....	....	....	8	....
Coloma	21	14	7	2	.....	2	.....	50	.....	.....	12	12	.....	....	....	....	....	....	3	....
Gold Creek	31	14	17	15	10	5	.....	50	.....	.....	14	10	.....	....	....	....	....	....	4	....
Riverside	25	16	9	14	8	6	.....	50	.....	.....	13	.....	.....	....	....	....	....	....	3	....
Blossburg	9	5	4	4	2	2	.....	33⅓	.....	.....	9	.....	.....	....	....	....	....	....	3	....
Nevada Creek	11	9	2	5	3	2	.....	50	.....	.....	2	.....	.....	....	....	....	....	....	3	....
Salmon Creek	25	14	11	11	7	4	.....	33⅓	.....	.....	14	13	.....	....	....	....	....	....	4	....
Shanley Creek	40	16	24	8	2	6	.....	35	.....	.....	19	16	.....	....	....	....	....	....	4	....
Totals	1,316	665	651	410	206	204	$76.25	$44.15	.....	4	638	607	10	1	6	7	....	....	5.08	....

Statistical Report of the School Districts in Powell County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Deer Lodge	3	348	46,252	.....	396	1,789	290	279	96	9	2	427	$200	....	....	....	1	....	$14 000
Race Track	.....	32	2,361	.....	12	999	31	22	70	7	1	.....	65	....	1	....	....	....	1,000
Snow Shoe	.....	8	480	.....	30	81	6	6	82	3	1	22	10	1	....	....	....	....	50
Ophir	.....	14	386	.....	48	184	9	8	67	2	1	.....	.....	....	....	....	....	....	.....
Pioneer	.....	35	2,465	.....	12	736	33	32	77	4	....	.....	.....	....	1	....	....	....	600
Bradley	1	19	1,061	.....	63	95	11	10	92	5	1	.....	.....	1	....	....	....	....	100
Ovando	.....	30	1,960½	.....	82	252	20	18	89	6	2	.....	.....	....	1	....	....	....	500
Washington Gulch	.....	30	1,649	.....	183	380	18	15	81	6	1	.....	.....	....	1	....	....	....	200
Clearwater	.....	4	218	.....	18	15	3	3	93	3	1	.....	.....	....	1	....	....	....	600
Helmville	.....	54	4,514½	.....	223	1036½	33	28	84	6	1	.....	.....	....	1	....	....	....	400
Strickland	.....	33	2,409	.....	71	832	29	22	74	6	2	.....	.....	....	....	....	....	....	800
Woodworth	.....	13	764½	.....	60	30	11	9	96	6	1	15	23	1	....	....	....	....	400
Garrison	.....	13	981	.....	10	141	10	9	92	6	1	.....	.....	....	1	....	....	....	1,200
Quinlan	.....	14	658	.....	43	102	6	5	80	4	1	.....	.....	....	1	....	....	....	400
Douglass	.....	20	1,408	.....	24	293	20	16	82	6	1	.....	.....	1	....	....	....	....	300

Statistical Report of the School Districts in Powell County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total No. Days Attendance	Total Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Hoover		30	2,053		46	857	30	21	71	6	1				1				100
Sunset		8	347		46	36	6	5	90	3	1			1					150
Elliston	1	59	6,914		108	550	45	39	70	9	1	10	3		1				1,200
Emery		23	1,430		41	82	10	10	93	5	1			1					155
Avon		17	2,402		175	745	16	15½	73	8	1	38	32		1				600
Coloma		21	754		39	187	14½	12	80	3	1			1					100
Gold Creek		15	1,420		73	176	12	9	61	4	1				1				250
Riverside		18	562		39	143	17	9	79	3	1			1					500
Blossburg		6	155		12	20	3	2	88	3	1				1				100
Nevada Creek		4	144		2	4	4	3	93⅓	3	1	20	25	1					250
Salmon Creek		14	873		2	98	11	6	88½	4	1			1					50
Shanley Creek		19	856		17	25	16	14	90	4					1				300
Totals	5	901	85,277½		1,885	9888½	714½	617½	2231⅚	134	28	532	$358	10	14		1	25	$24,305

Financial Report of the School Districts in Ravalli County, Montana, for the Year Ending August 31, 1901.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Corvallis	$71 16	$891 49	$338 16	$86 86	.....	.....	$20 10	$1,407 77
2	Stevensville	374 27	1,286 15	491 66	354 64	.....	.....	237 74	2,644 46
3	Hamilton	1,622 07	2,837 01	1,079 24	1,896 85	.....	.....	3,825 00	11,240 17
4	Etna	8 01	227 62	66 60	.....	.....	.....	19 74	321 97
5	Grantsdale	195 63	725 49	632 39	.....	.....	.....	99 69	1,653 20
6	Burnt Fork	84 88	1,002 91	.....	.....	.....	.....	.....	1,087 79
7	Victor	108 21	746 08	218 30	348 00	.....	.....	104 70	1,525 29
8	Holden	30 84	331 89	.....	.....	.....	.....	.....	362 73
9	Darby	1,315 54	911 28	.....	30 55	.....	.....	33 57	2,290 95
10	Fair View	170 98	354 93	.....	.....	.....	.....	.....	525 91
11	Fair Play	230 20	575 36	218 25	234 58	.....	.....	.....	1,258 39
12	Eight Mile	132 87	644 11	.....	.....	.....	.....	.....	776 98
13	Lone Stone	138 66	331 41	.....	.....	.....	.....	.....	470 07
14	Camas	.....	322 68	.....	.....	.....	.....	.....	322 68
15	Wagner	98 33	300 00	116 55	.....	.....	101 01	89 95	705 84
16	Baldwin	420 65	455 24	.....	.....	.....	.....	172 68	1,048 57
17	Bridge	117 18	379 90	.....	.....	.....	.....	.....	497 08

Financial Report of the School Districts in Ravalli County, Montana—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Borrowed	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
[illegible]	Canon Creek	212 75	724 59					192 40	1,129 74
19	Pleasant View	28 57	416 15		20 44				465 14
20	Como	280 72	227 62	66 60					574 94
22	Robinson	93 22	203 23					75 84	372 29
23	Rye Creek	81 43	200 60						282 03
24	Birch Creek	61 99	17 55					261 52	341 06
25	Willow Creek	281 88	392 01	148 70				3 11	825 70
26	Bass	158 21	259 24	75 85				53 15	546 45
27	Saw Tooth	132 21	183 16						315 37
28	Curlew	71 27	213 37			600 00		131 86	1,016 50
29	Roll	89 54	230 92						320 46
31	Lula	49 17	130 82						179 99
32	Sleeping Child	118 71	244 11	51 80				15 35	430 09
34	Pine Hollow	39 04	287 79						326 83
	Totals	$6,718 19	$16,054 77	$3,504 10	$2,951 93	$600 00	$101 01	$5,336 40	$35,266 40

Financial Report of the School Districts in Ravalli County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Corvallis	$910 00	.....	.....	$234 40	$156 85	.....	.....	$106 52	$1,407 77
2	Stevensville	1,540 00	.....	.....	282 74	163 50	500 00	150 00	8 22	2,644 46
3	Hamilton	6,345 00	$75 56	$174 58	296 63	727 25	2,000 00	812 50	808 15	11,240 17
4	Etna	180 00	.....	.....	.....	41 90	.....	.....	100 07	321 97
5	Grantsdale	667 50	.....	55 50	91 10	41 90	.....	62 50	716 10	1,653 20
6	Burnt Fork	450 00	30 00	.....	73 10	71 65	.....	.....	463 04	1,087 79
7	Victor	891 90	36 00	.....	57 85	236 84	.....	.....	302 70	1,525 29
8	Holden	150 00	42 17	.....	.....	13 08	.....	.....	157 48	362 73
9	Darby	828 75	40 00	.....	737 87	31 30	.....	.....	653 03	2,990 95
10	Fair View	270 00	.....	21 00	.....	20 00	.....	.....	214 91	525 91
11	Fair Play	450 00	.....	.....	25 00	35 55	200 00	33 00	514 84	1,258 29
12	Eight Mile	360 00	.....	.....	63 77	175 05	.....	.....	178 16	7,6 98
13	Lone Stone	240 00	.....	.....	15 00	25 00	.....	.....	190 07	470 07
14	Camas	120 00	.....	.....	75 56	30 00	.....	.....	97 12	322 68
15	Wagner	337 50	15 50	.....	158 03	99 55	.....	.....	95 26	705 84
16	Baldwin	160 00	.....	.....	149 02	22 00	.....	.....	717 55	1,048 57
17	Bridge	100 00	.....	.....	32 00	.....	.....	.....	365 08	497 08

Financial Report of the School Districts in Ravalli County, Montana—Continued

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
18	Canon Creek	400 00	.....	.....	107 10	86 10	.....	.....	536 54	1,129 74
19	Pleasant View	345 00	.....	.....	19 85	.....	.....	.....	100 29	465 14
20	Como	247 00	.....	.....	77 05	.....	.....	.....	250 89	574 94
22	Robinson	333 75	.....	.....	18 65	30 00	.....	.....	13 89	372 29
23	Rye Creek	105 00	.....	.....	18 75	.....	.....	.....	158 28	282 03
24	Birch Creek	120 00	.....	.....	6 50	.....	.....	.....	214 56	341 06
25	Willow Creek	393 75	.....	.....	44 30	17 50	.....	.....	370 15	825 70
26	Bass	398 75	.....	23 35	71 70	42 25	.....	.....	10 40	546 45
27	Saw Tooth	120 00	.....	.....	178 00	6 00	.....	.....	11 37	315 37
28	Curlew	210 00	.....	.....	739 40	10 50	.....	.....	26 60	1,016 50
29	Roll	180 00	.....	.....	28 10	.....	.....	.....	112 36	320 46
31	Lula	120 00	.....	.....	.....	2 00	.....	.....	57 99	179 99
32	Sleeping Child	180 00	.....	37 56	21 71	22 90	.....	.....	167 81	430 05
34	Pine Hollow	120 00	.....	.....	.....	34 00	.....	.....	172 83	326 83
	Totals	$17,273 90	$239 23	$311 99	$2,623 19	$2,167 83	$2,700 00	$1,058 00	$7,892 26	$35,266 40

Statistical Report of the School Districts in Ravalli County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	Male	Female	Total			Months	Days
Corvallis	142	73	69	38	18	20	65	50	.....	1	67	55	.....	1	1	2	....	....	6	....
Stevensville	213	155	58	81	37	44	85	50	.....	5	66	57	.....	1	2	3	....	....	9	....
Hamilton	530	286	244	189	81	108	150	75	1	3	277	265	.....	1	7	8	....	....	9	....
Etna	45	24	21	9	5	4	.....	50	.....	1	15	15	.....	....	1	1	....	....	4	....
Grantsdale	105	50	55	40	24	16	60	50	.....	1	66	32	.....	1	1	2	....	....	8	....
Burnt Fork	113	60	53	40	25	15	50	50	.....	1	50	40	.....	1	....	1	....	....	9	....
Victor	130	70	60	43	23	20	55	45	.....	5	78	56	.....	1	1	2	....	....	9	....
Holden	32	17	15	12	10	2	50	.....	.....	1	18	18	.....	1	....	1	....	....	3	....
Darby	102	44	58	42	20	22	50	50	.....	1	83	47	.....	1	1	2	....	....	7	....
Fair View	38	19	19	9	5	4	.....	45	.....	1	18	17	.....	....	1	1	....	....	6	....
Fair Play	93	55	38	45	21	24	.....	50	.....	2	61	41	.....	....	1	1	....	....	9	....
Eight Mile	54	25	29	4	2	2	45	45	1	1	27	11	.....	....	1	1	....	....	7	....
Lone Star	39	14	25	18	8	10	.....	40	.....	1	19	19	.....	....	1	1	....	....	6	....
Camas	55	29	26	20	13	7	40	.....	.....	1	18	17	.....	1	....	1	....	....	3	....
Wagner	69	37	32	18	9	9	50	.....	.....	1	30	14	.....	1	....	1	....	....	6	....
Baldwin	68	32	36	39	24	15	40	.....	.....	1	23	16	.....	1	....	1	....	....	4	....
Bridge	29	14	15	6	4	2	.....	40	.....	1	19	17	.....	....	1	1	....	....	2	....

Statistical Report of the School Districts in Ravalli County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2: No. of such children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1901	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Canon Creek	119	52	67	62	28	34	.....	50	.....	1	51	49	.....	....	1	1	....	....	8	....
Pleasant View	51	24	27	23	12	11	.....	42½	.....	1	19	17	.....	....	1	1	....	....	7	....
Como	39	20	19	10	5	5	.....	42½	.....	1	18	15	.....	....	1	1	....	....	5	....
Robinson	47	28	19	27	15	12	.....	45	.....	1	20	14	.....	....	1	1	....	....	6	....
Rye Creek	24	15	9	13	10	3	.....	55	.....	1	12	12	.....	....	1	1	....	....	3	....
Birch Creek	27	15	12	15	9	6	.....	40	.....	1	14	14	.....	....	1	1	....	....	3	....
Willow Creek	64	32	32	16	10	6	45	45	.....	1	35	31	.....	1	....	1	....	....	8	....
Bass	44	29	15	16	8	8	60	.....	.....	1	21	17	.....	1	....	1	....	....	7	....
Saw Tooth	29	21	8	14	7	7	.....	40	1	1	15	21	.....	....	1	1	....	....	3	....
Curlew	35	21	14	16	14	2	.....	40	.....	1	22	21	.....	....	1	1	....	....	6	....
Roll	38	15	23	22	12	10	.....	45	.....	1	22	20	.....	....	1	1	....	....	4	....
Lula	21	9	12	9	5	4	.....	40	.....	1	8	10	.....	....	1	1	....	....	3	....
Sleeping Child	25	16	9	7	3	4	.....	40	.....	2	11	8	.....	....	1	1	....	....	4	....
Pine Hollow	38	26	12	16	7	9	.....	40	.....	1	18	15	.....	....	1	1	....	....	6	....
Totals	2,458	1,327	1,131	919	464	445	$60.36	$46.34	3	.....	1,221	1,001	.....	13	31	44	....	....	6.00	....

Statistical Report of the School Districts in Ravalli County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendents	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Corvallis	.....	102	125	11,540	.....	890	87	73	85	6½	2	50	$40	....	1	....	....	1	$1,300
Stevensville	.....	183	134	16,492	60	840	100	104	86	9	3	75	100	....	1	....	....	1	3,000
Hamilton	1	453	169	49,371	187	1,939	307	246	96	9	12	350	325	....	....	....	2	2	20,000
Etna	.....	16	80	1,280	25	216	14	13	92	4	1	.....	.....	....	1	....	....	1	1,100
Grantsdale	.....	132	157	8,576	73	610	163	141	88	8	2	.....	.....	....	....	....	1	1	5,200
Burnt Fork	.....	45	110	1,205	.....	381	23	21	84	9	1	20	15	....	1	....	....	1	1,000
Victor	.....	103	110	11,517	.....	.....	158	70	89	9	-	70	50	....	....	....	1	1	380
Holden	.....	32	56	896	.....	15	15	16	85	3	1	.....	.....	....	1	....	....	1	1,000
Darby	.....	89	155	6,288	161	1,082	63	55	85	7	2	6	30	....	1	....	....	1	1,025
Fair View	.....	43	111	2,624	50	294	27	24	89	6	1	1	10	....	1	....	....	1	210
Fair Play	.....	60	170	2,465	8	1,250	38	22	62	9	1	.....	.....	....	1	....	....	1	850
Eight Mile	.....	29	116	2,383	75	293	20	20	89	7	2	.....	.....	....	1	....	....	1	810
Lone Stone	.....	30	96	1,479	65	161	25	20	80	6	....	.....	.....	....	1	....	....	1	125
Camas	.....	30	60	1,560	10	75	25	22	83	3	1	.....	.....	1	....	....	....	1	200
Wagner	1	43	100	2,307	58	292	35	23	88	6	1	.....	.....	....	1	....	....	1	1,000
Baldwin	.....	42	80	2,234	.....	1,126	42	27	66	4	1	.....	.....	....	1	....	....	1	70
Bridge	.....	22	49	711	25	163	16	15	82	2½	1	.....	.....	....	1	....	....	1	800

Statistical Report of the School Districts in Ravalli County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Canon Creek	1	70	160	6,643	.....	140	60	55	80	8	2	.....	.....	....	1	....	....	1	900
Pleasant View	.....	34	72	2,336	28	168	19	18	88	7	1	.....	.....	....	1	....	....	1	525
Como	.....	27	114	2,080	307	171	20	18	92	5½	1	40	27	....	1	....	....	1	200
Robinson	.....	34	127	2,866	330	238	22	22	92	6½	1	171	80	....	1	....	....	1	850
Rye Creek	1	24	60	1,440	20	152	20	21	85	3	1	.....	.....	1	....	....	....	1	50
Birch Creek	.....	20	59	852	.....	328	17	14	72	3	1	.....	.....	....	1	....	....	1	425
Willow Creek	1	40	113	2,825	.....	137	37	25	62	8½	1	.....	.....	....	1	....	....	1	400
Bass	.....	33	150	1,050	.....	140	30	28	80	7½	1	.....	.....	....	1	....	....	1	650
Saw Tooth	.....	26	59	985	1	271	23	16	77	3	1	.....	.....	....	1	....	....	1	425
Curlew	.....	32	118	2,365	176	179	22	19	63	6	1	.....	.....	....	1	....	....	1	620
Roll	.....	23	112	448	5	27	20	18	80	4	1	.....	.....	1	....	....	....	1	450
Lula	.....	14	60	547	12	80	11	9	87	3	1	.....	.....	1	....	....	....	1	130
Sleeping Child	.....	18	80	909	14	29	15	14	79	4½	1	.....	.....	1	....	....	....	1	200
Pine Hollow	.....	23	138	1,668	10	72	13	13	76	6	1	.....	.....	....	1	....	....	1	250
Totals	5	1,872	3,300	165,138	1,080	11,759	1,487	1,202	2,566	183½	49	783	637	4	24	....	4	32	$47,565

Financial Report of the School Districts in Rosebud County, Montana, for the Year Ending Aug. 31, 1901.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
		.....	$270 34	.....	.....	.....	.....	$26 50	$316 95
2	Rancher	.....	20 11	.....	.....	.....	.....	.....	.....
		.....	811 42	.....	.....	.....	.....	4 52	.....
4	Forsyth	.....	80 25	.....	.....	92 83	.....	372 86	1,361 88
6	Etchetah	.....	30 14	.....	.....	.....	.....	.....	30 14
7	Pleasant Hill	.....	179 89	.....	.....	.....	.....	.....	179 89
8	Lame Deer	.....	454 67	.....	.....	.....	.....	.....	454 67
9	Little Porcupine	.....	310 86	.....	.....	.....	.....	.....	310 86
12	Rosebud	.....	297 37	.....	.....	.....	.....	.....	297 37
13	Howard	.....	193 41	.....	.....	.....	.....	.....	193 41
17	Kirby	.....	513 07	.....	.....	.....	.....	.....	513 07
19	Lee	.....	462 94	.....	.....	.....	.....	.....	462 94
23	Big Porcupine	.....	176 85	.....	.....	.....	.....	.....	176 85
28	Sabra	.....	224 65	.....	.....	.....	.....	.....	224 65
	Totals	.....	$3,965 69	.....	.....	$92 83	.....	$403 88	$4,462 40

Financial Report of the School Districts in Rosebud County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1901	Total
		9	10	11	12	13	14	15	16	17
2	Rancher	$157 00							$159 95	$316 95
4	Forsyth	525 00	48 61	143 90					644 37	1,361 88
6	Etchetah	*61 33							31 19	30 14
7	Pleasant Hill			1 05					178 84	179 89
8	Lame Deer				80 00				374 67	454 67
9	Little Porcupine	200 00				21 00			89 86	310 86
12	Rosebud	100 00				4 35			193 02	297 37
13	Howard	50 00				7 50			135 91	193 41
17	Kirby	135 00	4 15			35 00			338 92	513 07
19	Lee	250 00	43 61			43 65			125 68	462 94
23	Big Porcupine	45 00							131 85	176 85
28	Sabra	150 00				12 99			61 66	224 65
	Totals	$1,550 67	$96 37	$144 95	80 00	$124 49			$2,465 92	$4,462 40

* Paid out by mistake by treasury—M iles City.

Statistical Report of the School Districts in Rosebud County, Montana, for the Year Ending August 31, 1901.

NAME OF DISTRICT	CENSUS For Apportionment of Public Funds: Number of Children between the ages of 6 and 21 years	Male	Female	Under 6 years of age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the District September 30, 1901	2: No. of Such Children who attended the District School at least 12 weeks during the year ending August 31, 1901	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
District No. 2	28	14	14	13	8	5	.....	$50	.....	5	13	11	1	....	1	1	....	....	6	....
District No. 4	319	141	131	141	83	58	$90	60	1	3, 2, 1	125	120	.....	1	3	4	....	....	7	....
District No. 6	12	4	8	1	.....	1	.....	45	.....	3	6	6	.....	....	1	1	....	....	4	....
District No. 7	15	7	8	11	6	5	50	.....	.....	3	5	4	.....	....	1	1	....	....	3	....
District No. 8	32	15	17	26	16	10	.....	60	.....	1	18	5	.....	....	1	1	....	7	3	...
District No. 9	36	22	14	10	.....	.....	.....	50	.....	2	20	9	.....	....	2	....	....	....	6	....
District No. 12	26	10	8	6	5	1	.....	50	.....	2	14	10	.....	....	1	....	....	....	6	...
District No. 13	38	20	18	12	6	6	.....	50	.....	1	15	8	2	1	....	....	....	....	4	...
District No. 17	26	15	11	19	12	7	.....	50	.....	1	11	11	.....	....	1	....	....	....	9	...
District No. 19	40	20	20	12	6	6	.....	50	.....	1	15	14	.....	....	1	....	....	....	5	....
District No. 23	17	10	7	6	2	4	.....	45	.....	1	11	11	.....	....	....	....	....	....	....	....
District No. 25	8	6	2	4	2	2	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
District No. 26	24	9	15	6	4	2	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	...
District No. 28	32	14	18	19	8	11	50	.....	.....	1	12	11	6	1	....	....	....	6	5	....
District No. 32	3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Totals	656	342	314	284	165	119	$50	$51	1	27	267	220	9	3	12	15	....	7	55	....

Statistical Report of the School Districts in Rosebud County, Montana—Continued.

DISTRICT	Number of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total Number Days Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	Number of Months of School	Number of Visits by County Superintendents	District Libraries: Number of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
District No. 2	.....	16	1,489	.....	.....	.....	13	13	95	6½	1	160	$80	....	1	....	....	1	1,000
District No. 4	3	150	13,720	.....	.....	.....	97	97	96	7⅘	4	400	350	....	....	....	1	4	2,000
District No. 6	1	10	570	.....	.....	.....	8	8	97	4	....	25	15	1	....	....	....	1	75
District No. 7	.....	7	677½	.....	.....	.....	5	5	84	3⅓	1	.....	.....	1	....	....	....	1	500
District No. 8	1	9	270	.....	.....	.....	5	5	80	3	....	108	54	1	....	....	....	1	120
District No. 9	.....	19	923	.....	.....	.....	14	14	85	3	....	34	22	1	....	....	....	2	.....
District No. 12	.....	28	1,573	.....	.....	.....	10	10	85	6	....	90	30	1	....	....	....	1	180
District No. 13	.....	19	1,574	.....	.....	.....	14	14	90	6	....	166	76	1	....	....	....	....	160
District No. 17	.....	26	2,000	.....	.....	.....	22	22	90	4	....	114	.....	1	....	....	....	....	.....
District No. 19	.....	23	1,543	.....	.....	.....	7	7	97	9	....	170	80	1	....	....	....	....	100
District No. 23	.....	11	872½	.....	.....	.....	9	9	90	5	....	.....	.....	1	....	....	....	....	.....
District No. 25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	1	....	....	....	....	.....
District No. 26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	1	....	....	....	....	.....
District No. 28	.....	11	1,042½	.....	.....	.....	10	10	90	5	1	.....	.....	1	....	....	....	....	.....
District No. 32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	....	....	....	....	....	.....
Totals	5	325	26,255½	26,255½	.....	.....	214	214	90	62	11	1,207	$707	9	3	....	1	13	$4.135

Financial Report of the School Districts in Silver Bow County, Montana, for the Year Ending August 31, 1901.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Butte	$12,117 04	$201,713 57	.....	$19,021 54	$100,000 00	$1,089 11	$74,765 31	$408,065 57
2	Burlington	347 53	1,976 84	.....	.....	.....	.....	.....	2,324 37
3	Silver Bow	1,606 01	1,558 66	.....	.....	.....	.....	.....	3,164 67
4	Divide	152 14	361 16	.....	.....	.....	.....	.....	513 30
5	Melrose	810 37	1,007 43	.....	999 34	.....	.....	.....	2,817 14
6	Brown's Gulch	98 68	570 26	.....	.....	.....	.....	.....	668 94
7	Fish Trap	444 68	190 08	.....	.....	.....	.....	.....	634 76
8	Feeley	100 56	361 16	.....	.....	.....	.....	.....	461 72
9	Meadow Gulch	365 60	684 30	.....	.....	.....	.....	.....	1,049 90
10	Ralston	136 26	266 11	.....	.....	.....	.....	.....	402 37
	Totals	$16,178 87	$208,689 57	.....	$20,020 88	$100,000 00	$1,089 11	$74,765 31	$420,743 74

Financial Report of the School Districts in Silver Bow County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Butte	$131,428 45	$7,565 42	$1,196 57	$70,433 45	$24,229 20	.....	$3,007 35	$170,846 13	$408,706 57
2	Burlington	1,639 58	.....	185 00	19 00	43 40	.....	.....	437 39	2,324 37
3	Silver Bow	1,280 00	.....	33 10	394 75	59 30	.....	.....	1,397 52	3,164 67
4	Divide	364 40	.....	.....	.....	3 00	.....	.....	145 90	513 30
5	Melrose	850 00	.....	.....	611 30	133 59	.....	.....	1,222 25	2,817 14
6	Brown's Gulch	321 62	.....	.....	52 00	37 25	.....	.....	258 07	668 94
7	Fish Trap	465 16	.....	.....	.....	67 50	.....	.....	102 10	634 76
8	Feeley	275 00	.....	.....	.....	10 90	.....	.....	175 82	461 72
9	Meadow Gulch	480 00	.....	.....	.....	50 50	.....	.....	519 40	1,049 90
10	Ralston	202 75	.....	.....	.....	.....	.....	.....	199 62	402 37
	Totals	$137,306 96	$7,565 42	$1,414 67	$71,510 50	$24,634 64	.....	$30,073 35	$175,304 20	$420,743 74

Statistical Report of the School Districts in Silver Bow County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught	Statistics Relating to Compulsory Education: 1. No. of Children between 8 and 14 years of age residing in the District September 20, 1901	2. No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1901	3. No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Butte No. 1	11,247	5,618	5,629	5,647	2,751	2,896	140	75	1	10	8,752	7,062	1,490	8	161	169	6	1490	10	2
Burlington No. 2	84	46	38	38	16	22	90	75	.....	2	40	36	4	1	1	2	....	....	10	11
Silver Bow No. 3	97	48	49	36	15	21	70	65	.....	2	45	31	.....	1	1	2	....	....	10	....
Divide No. 4	22	9	13	6	4	2	.....	60	.....	1	10	10	.....	....	1	1	....	....	6	....
Melrose No. 5	63	37	26	30	16	14	.....	85	.....	3	34	34	.....	....	1	1	....	....	10	....
Brown's Gulch No 6	35	16	19	8	2	6	.....	60	.....	1	21	21	.....	....	1	1	....	....	5	....
Fish Trap No. 7	15	8	7	5	3	2	.....	55	.....	1	9	9	.....	....	1	1	....	....	5	....
Feeley No. 8	17	10	7	14	9	5	.....	50	.....	1	8	5	.....	....	1	1	....	....	6	....
Meadow Gulch No 9	36	17	19	9	3	6	.....	60	.....	1	14	8	.....	....	1	1	....	....	8	....
Ralston No. 10	14	9	5	6	4	2	.....	40	.....	1	9	9	.....	....	1	1	....	....	5	....
Totals	11,630	5,818	5,812	5,799	2,823	2,976	100	62½	2	21	8,942	7,225	1,494	10	170	180	6	1490	7.55	....

Statistical Report of the School Districts in Silver Bow County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Butte No. 1	35	7,062	980,650	980,650	3,539	36,090	6,439	6,199	96	10	180	4,139	6,860	....	6	....	11	17	$480,700
Burlington No. 2	.....	87	9,100	9,100	90	630	76	69	93	10	4	36	50	....	2	....	....	2	3,000
Silver Bow No. 3	.....	84	7,037	7,037	69	433	62	58	94	10	4	.....	.....	1	....	....	1	2	1,900
Divide No. 4	.....	19	2,244	2,244	.....	232	15	12	90	6	1	.....	.....	....	1	....	....	1	200
Melrose No. 5	.....	52	5,153	5,153	63	256	45	39	95	10	1	43	100	....	1	....	....	1	700
Browns Gulch No 6	.....	22	1,205	1,205	36	200	20	18	93	5	1	.....	.....	....	1	....	....	1	250
Fish Trap No. 7	.....	17	820	820	30	78	15	13	91	5	1	.....	.....	1	....	....	....	1	50
Feeley No. 8	.....	11	686	686	.....	86	10	9	90	6	1	.....	.....	....	1	....	....	1	300
Meadow Gulch No 9	.....	27	3,300	3,300	.....	560	25	22	90	8	1	.....	.....	1	....	....	....	1	300
Ralston No. 10	.....	8	552	552	.....	47	6	5	92	5	1	.....	.....	1	....	....	....	1	200
Totals	35	7,389	1,010,747	1,010,747	3,827	38,612	6,713	6,444	91	57	195	4,218	7,010	4	13	....	11	28	487,600

Financial Report of the School Districts in Sweet Grass County, Montana, for the Year Ending August 31, 1901.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the year	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Big Timber	$120 83	$6,467 94	$392 64	.....	.....	$6,589 22	$266 11	$6,589 22
2	Swamp Creek	168 02	214 55	25 80	.....	.....	.....	8 35	355 07
3	Settlement	287 04	336 37	64 50	.....	.....	.....	18 13	823 39
4	Basin	250 90	260 53	31 34	.....	.....	.....	8 81	421 43
5	Melville	323 84	492 51	.....	.....	.....	.....	9 65	.....
6	Nevin	132 84	444 41	.....	.....	.....	.....	.....	551 08
7	Howie	270 83	599 91	90 91	.....	.....	.....	.....	871 01
8	White Beaver	138 70	275 84	33 17	.....	.....	.....	1 41	377 05
9	Reed	92 29	424 45	.....	.....	.....	.....	15 03	546 74
10	Kent	34 51	458 65	.....	.....	.....	.....	13 99	413 76
12	Otter Creek	143 76	301 63	32 17	.....	.....	.....	35 10	304 79
13	McLeod	221 00	352 46	42 39	.....	.....	.....	.....	573 46
14	Boulder	326 30	158 74	18 43	.....	.....	.....	12 00	195 04
15	American Fork	270 53	133 91	.....	.....	.....	.....	.....	220 97
16	Grey Cliff	271 11	321 91	.....	.....	.....	.....	320 18	392 91
17	Deer Creek	223 57	735 40	.....	.....	.....	.....	.....	974 27
18	Duck Creek	188 45	199 69	.....	.....	.....	.....	.....	340 25
19	Merrill	186 01	199 14	12 15	.....	.....	.....	.....	350 25
20	Nye	49 09	149 02	.....	.....	.....	.....	.....	207 13
21	Duffey	.....	.....	.....	.....	.....	.....	.....	.....
22	Curtis	211 52	.....	.....	.....	.....	.....	73 72	803 7[illegible]

Financial Report of the School Districts in Sweet Grass County.—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to Districts during the year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
23	East Boulder	219 37						38 42	133 34
24	Absarokee								
25	Wormser	311 45		40 55				11 40	267 00
26	Sanderson	67 23		24 64				77 70	
27	Flanagan								
28	Herrington						601 50	60 27	919 70
29	West Boulder	35 82		27 64			502 00	587 65	808 13
30	Marley	26 18							
31	Lower Stillwater								
32	Morris								
33	[illegible]g Elk								
	Totals	$3,784 32	$16,219 41	$851 03			$7,692 72	$1,567 82	$17,576 11

Financial Report of the School Districts in Sweet Grass County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Big Timber	$2,970 00	$83 00	$38 00	$221 00	$1,815 00	.....	.....	$601 16	$23,914 12
2	Swamp Creek	280 00	.....	.....	12 00	7 85	.....	.....	35 22	1,097 66
3	Settlement	570 00	10 00	.....	120 65	18 95	.....	.....	103 79	2,552 82
4	Basin	247 50	.....	.....	.....	24 00	.....	.....	136 93	1,863 94
5	Melville	400 00	35 00	[illegible] 00	.....	12 00	.....	.....	200 30	1,578 20
6	Nevin	.....	.....	55 00	8 25	.....	.....	.....	140 30	1,329 83
7	Howie	450 00	15 00	8 35	45 21	40 50	.....	.....	326 20	2,632 12
8	White Beaver	200 00	.....	35 00	10 80	.....	.....	.....	131 25	1,171 82
9	Reed	315 25	10 00	[illegible] 20	76 98	23 45	.....	.....	24 86	2,142 94
10	Kent	270 00	10 00	65 00	45 00	22 00	.....	.....	212 00	1,554 92
12	Otter Creek	.....	.....	.....	37 50	27 70	.....	.....	48 54	951 29
13	McLeod	350 00	10 00	45 00	9 30	4 75	.....	.....	573 46	1,218 81
14	Boulder	.....	.....	.....	23 11	15 40	.....	.....	2 53	261 55
15	American Fork	200 00	.....	.....	.....	10 00	.....	.....	10 97	896 38
16	Grey Cliff	315 50	.....	37 50	.....	30 65	.....	.....	9 26	1,760 21
17	Deer Creek	523 75	.....	.....	49 80	29 55	.....	.....	337 97	2,876 21
18	Duck Creek	200 00	.....	15 00	.....	30 00	.....	.....	215 13	1,187 92
19	Merrill	325 50	.....	.....	.....	12 15	.....	.....	125 12	1,194 32
20	Nye	190 00	.....	.....	.....	1 20	.....	.....	15 93	702 27
21	Duffey	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Curtis	350 00	.....	37 40	24 00	.....	.....	.....	272 57	2,385 95

Financial Report of the School Districts in Sweet Grass County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1901	Total
		9	10	11	12	13	14	15	16	17
23	East Boulder	.....	.....	66 60	40 00	1 50	.....	.....	.....	806 01
24	Absarokee	.....	.....	.....	.....	90 38	.....	43 20	.....	.....
25	Wormser	265 00	.....	37 50	.....	20 00	.....	.....	648 62	2,038 16
26	Sanderson	.....	.....	.....	18 76	.....	.....	.....	310 63	731 84
27	Flanagan	.....	.....	.....	.....	.....	.....	.....	.....	.....
28	Herrington	.....	.....	.....	.....	.....	.....	.....	.....	.....
29	West Boulder	200 00	.....	14 76	728 89	.....	.....	15 00	11 82	3,404 18
30	Marley	.....	.....	.....	15 35	7 90	.....	.....	20 48	.....
31	Lower S..water	.....	.....	.....	.....	.....	.....	.....	124 47	.....
32	Morris	.....	.....	.....	.....	.....	.....	.....	.....	191 77
33	Big Elk	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	$8,622 50	$576 31	$473 00	$1,484 60	$2,244 93	.....	$58 20	$5,719 50	$60,465 14

Statistical Report of the School Districts in Sweet Grass County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Big Timber	227	116	111	111	52		110	56¼		1	167	170		1	4	5			9	
Swamp Creek	19	10	9	6	3			45		1	12	8			1	1			7	
Settlement	41	21	20	7	2			50		5	16	20			1	1			8	
Basin	23	12	11	4	3			45		1	10	10	4		1	1			6	
Melville	43	21	22	5	4			50		1	20	25	3		1	1			8	
Nevin	31	19	12	6	4			50		6	15	11	2	1		1			6	
Howie	56	25	31	14	5			56¼		2	16	15			1	1			10	
White Beaver	28	10	18	10	6			40		2	13	13			1	1			6	
Reed	40	20	20	12	8			45		1	11	10			1	1			6	
Kent	40	20	20	8	4			45		2	19	10			1	1			7	
Otter Creek	29	17	12	12	7			40		1	9	9			1	1			4	
McLeod	26	14	12	6	4			50		1	15	13			1	1			5	
Boulder	22	10	12	4	4			40		1	5	2			1	1			3	
American Fork	24	6	18	8	3			50		2	12	5			1	1			4	
Grey Cliff	43	24	19	12	4			45		2	14	11			1	1			8	
Deer Creek	68	43	25	27	16		50	50		3	20	11		1		1			9	
Duck Creek	22	13	9	6	5			45		2	9	9			1	1			4	
Merrill	21	10	11	6	3			50		2	7	5			1	1			4	
Nye	48	25	23	20	12			40		1	3	3			1	1			8	
Duffey	53		26																	

Statistical Report of the School Districts in Sweet Grass County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of School Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 30, 1901	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Curtis	53	27	16	12	6	.....	.....	50	.....	1	28	28	.....	....	1	1	....	....	8	....
East Boulder	28	12	1	4	1	.....	.....	50	.....	1	6	3	.....	....	1	1	....	....	3	....
Absarokee	2	1	14	3	2	.....	.....	45	.....	1	1	1	.....	....	1	1	....	....	3	....
Wormser	37	23	7	15	9	.....	.....	45	.....	2	12	12	.....	1	1	2	....	....	8	....
Sanderson	12	5	26	3	1	.....	.....	45	.....	1	7	3	.....	1	....	1	....	....	4	....
Flanagan	45	29	9	11	6	.....	.....	45	.....	1	9	9	.....	....	1	1	....	....	4	....
Herrington	13	4	22	3	1	.....	.....	40	.....	2	3	3	.....	....	1	1	....	....	3	....
West Boulder	44	22	15	22	11	.....	.....	50	.....	1	9	5	.....	....	1	1	....	....	3	....
Marley	32	17	6	9	3	.....	.....	50	.....	1	10	7	.....	....	1	1	....	....	4	....
Lower Stillwater	15	9	5	5	3	.....	.....	45	.....	1	10	7	.....	....	1	1	....	....	3	....
Morris	18	13	2	7	4	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Big Elk	13	6	7	2	1	.....	.....	55	.....	1	12	14	.....	....	1	1	....	....	8	....
Totals	1,216	604	612	379	200	194	80	48.4	2	50	415	185	9	5	31	31	....	....	5.76	....

Statistical Report of the School Districts in Sweet Grass County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number of Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Big Timber		207	160	23,921	1,681	174	155	174	94	9	22							1	$12,600
Swamp Creek		12	133	900	41	7	72	73	80	7	2	9	15					1	200
Settlement	1	33	153	2,673	436	18	15	16	86	8	2	16	10	1				1	1,250
Basin		13	113	899	49	12	10	11	90	6	1	80	60		1			1	450
Melville	1	25	153	3,102	145	24	22	21	85	8	4	20	30	1				1	350
Nevin		10	173	898	206	5	6	7	70	6	1	60	61		1			1	250
Howie		32	193	3,124	312	19	17	18	90	10	3	75	100		1			1	600
White Beaver		10	113	826	309	10	9	10	70	6	1	10	10		1			1	300
Reed		16	113	830	156	16	10	11	88	6	1	70	50	1	1			1	350
Kent		15	130	1,030	168	10	9	9	92	7	2	65	25	1				1	250
Otter Creek		14	73	724	23	11	10	11	96	4	1	5	2 50	1				1	242
McLeod		10	93	624	22	10	9	9	96	5	1	40	55	1				1	400
Boulder		12	53	369	77	10	10	7	90	3	1			1				1	150
American Fork		11	73	722	147	2	9	8	90	4	1	40	25	1				1	150
Grey Cliff		25	153	2,121	247	30	20	16	86	8	3			1				1	150
Deer Creek	1	41	174	3,704	814	83	30	25	90	9	3	130	95	1				1	400
Duck Creek		73	510	714	39	52	8	6	90	4	1			1				1	160
Merrill		7	73	710	14	6	7	6	96	4	1	30	20	1				1	400

Statistical Report of the School Districts in Sweet Grass County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Nye		24	153	2,110	140	9	7	14	84	8	2	20	10	1				1	
Duffey																			
Curtis		34	153	3,111	812	184	30	22	85	8	2	30	10		1			1	200
East Boulder	1	18	57	692	163	57	15	12	80	3	1	16	5	1				1	125
Absarokee		12	150	615	285	33	10	8	68	3	1	10	5	1				1	
Wormser	1	15	153	3,114	126	158	14	13	91	8	3	22	10		1			1	450
Sanderson		10	73	566	83	15	10	8	85	4	1	20	14	1				1	100
Flanagan		17	151	653	124	16	9	8	80	4	1			1				1	100
Herrington		20	60	935	83	32	20	16	92	3	1			1				1	
West Boulder	1	14	59	692	28	18	14	13	95	3	1				1			1	800
Marley		13	78	879	70	12	12	11	92	4	3	40	10				1	1	600
Lower Stillwater		21	40	669	80	15	17	15	90	3	1			1				1	
Morris																		1	
Big Elk	1	25	157	3,114	200	29	25	20	90	8	2	100	50		1			1	900
Totals	5	869	3,900	65,543	7,014	1,644	16	18	85	269	70	952	921	19	9		1	30	$22,027

Financial Report of the School Districts in Teton County, Montana, for the Year Ending August 31, 1901.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Choteau	$733 78	$3,407 41	.....	$1,491 64	.....	.....	$53 24	$5,686 07
2	Dupuyer	2,033 89	2,782 50	.....	.....	.....	.....	.....	4,816 39
3	Marias	.....	.....	.....	.....	.....	.....	.....	.....
4	Belleview	892 95	1,192 50	.....	.....	.....	.....	29 44	2,375 89
5	Burton	418 77	741 47	.....	114 09	.....	.....	.....	1,274 33
6	Shelby	97 02	657 53	.....	.....	.....	.....	60 00	814 55
7	Farmington	137 33	377 73	.....	.....	.....	.....	.....	515 06
8	Bynum	72 40	467 61	.....	.....	.....	.....	78 00	618 01
9	Artyn	14 50	386 25	.....	.....	.....	.....	.....	400 75
	Totals	$4,599 54	$1,007 00	.....	$1,505 73	.....	.....	$481 68	$18,580 14

Financial Report of the School Districts in Teton County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Choteau	$2,115 00	.....	$58 32	$70 71	$968 79	.....	$603 00	$1,870 25	$5,686 07
2	Dupuyer	1,732 50	.....	.....	767 79	314 21	.....	.....	2,001 89	4,816 39
3	Marias	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Belleview	883 00	30 80	.....	340 66	197 36	.....	.....	959 07	2,375 89
5	Burton	425 00	.....	.....	115 70	238 00	.....	.....	495 31	1,274 33
6	Shelby	680 00	.....	.....	53 72	.....	.....	.....	80 83	814 55
7	Farmington	360 00	.....	.....	165 06	50 00	.....	.....	.....	515 06
8	Bynum	480 00	.....	.....	30 00	61 50	.....	.....	46 51	618 01
9	Altyn	.....	.....	.....	91 25	.....	.....	.....	14 50	400 75
	Totals	$6,655 50	$30 88	$58 32	$1,634 89	$1,829 86	.....	$603 00	$5,468 36	$18,580 14

Statistical Report of the School Districts in Teton County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children between 8 and 14 years of age residing in the District September 20, 1901	2 No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1901	3 No. of such Children who attended Private Schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	Male	Female	Total			Months	Days
Choteau	203	100	103	56	23	33	80	80	.....	1	.....	.....	.....	1	2	3	....	....	9	....
Dupuyer	218	95	123	70	30	40	80	60	1	2	200	95	.....	1	1	2	2	5	9	....
Marias	41	18	23	15	10	5	6	60	.....	2	30	15	.....	....	1	1	....	....	8	....
Belleview	104	40	64	41	18	23	.....	60	.....	1	67	20	5	....	2	....	1	5	8	....
Burton	56	20	36	15	6	9	.....	50	.....	1	38	25	.....	....	1	1	....	....	9	....
Shelby	47	18	29	22	10	12	.....	65	.....	1	18	25	.....	....	1	1	....	....	9	....
Farmington	31	14	17	12	6	6	.....	50	.....	1	20	20	.....	....	1	1	....	....	6	....
Bynum	36	16	20	15	6	9	.....	50	.....	1	20	20	.....	....	1	1	....	....	6	....
Altyn	200	9	11	10	4	6	....	60	.....	2	10	10	.....	....	1	1	....	....	5	....
Totals	756	330	426	256	113	143	80	59	1	12	464	286	5	2	9	11	3	10	7.66	....

Statistical Report of the School Districts in Teton County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Choteau	.....	120	216,000	9,600	100	2,400	120	80	66	9	3	100	75	....	....	....	....	....	$10,000
Dupuyer	.....	70	12,600	10,800	45	1,600	45	60	85	9	2	110	95	....	....	....	....	....	2,000
Marias	.....	18	2,080	1,600	.....	480	13	10	77	8	....	.....	.....	....	....	....	....	....	500
Belleview	.....	50	8,000	6,400	25	1,600	40	35	81	8	1	30	20	....	....	....	....	....	1,200
Burton	.....	30	5,400	3,000	15	1,800	15	20	66	9	2	25	15	....	....	....	....	....	1,200
Shelby	.....	35	6,300	3,600	10	2,700	20	20	60	9	2	.....	.....	....	....	....	....	....	1,500
Farmington	.....	22	2,640	2,400	20	200	20	20	90	6	1	.....	.....	....	....	....	....	....	1,000
Bynum	.....	25	3,000	1,800	.....	1,200	15	15	60	6	1	.....	.....	....	....	....	....	....	1,000
Altyn	.....	15	10,000	1,500	.....	8,500	10	10	60	5	....	.....	.....	....	....	....	....	....	.....
Totals	.....	377	285,080	52,300	215	20,480	298	270	549	69	13	265	205	....	7	1	....	8	$18,400

Financial Report of the School Districts in Valley County, Montana, for the Year Ending August 31, 1901.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1900	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Glasgow	$339 05	$2,624 50	.....	.....	.....	.....	$143 75	$3,107 30
2	Malta	1,678 41	939 91	$190 16	.....	$8,071 46	.....	64 08	10,944 02
3	Saco	210 71	444 13	.....	.....	.....	.....	120 14	774 98
4	Hinsdale (Old)	143 42	866 10	.....	.....	.....	.....	.....	1,009 52
5	Culbertson	244 72	2,637 61	9 00	.....	.....	.....	.....	2,891 33
6	Springdale	258 22	196 85	.....	.....	.....	.....	.....	455 07
7	Hinsdale (New)	5 61	301 84	.....	.....	.....	.....	.....	307 45
	Totals	$2,880 14	$8,010 94	$199 16	.....	$8,071 46	.....	$327 97	$19,489 67

Financial Report of the School Districts in Valley County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Glasgow	$1,321 75	.....	.....	$185 04	$500 43	.....	.....	$1,100 08	$3,107 30
2	Malta	580 00	$26 78	$8 50	1,765 40	213 50	.....	.....	8,349 84	10,944 02
3	Saco	350 00	.....	16 25	8 50	5 00	.....	.....	395 23	774 98
4	Hinsdale (Old)	450 00	62 89	.....	159 95	129 14	.....	.....	207 54	1,009 52
5	Culbertson	1,027 50	93 20	.....	1,423 79	69 14	.....	.....	278 70	2,891 33
6	Springdale	250 00	.....	26 80	46 90	23 53	.....	.....	157 84	455 07
7	Hinsdale (New)	182 50	.....	.....	37 28	16 80	.....	.....	70 87	307 45
	Totals	$4,161 75	$182 87	$51 55	$3,625 86	$956 54	.....	.....	$10,560 10	$19,489 67

Statistical Report of the School Districts in Valley County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of such Children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1901	3 No. of such children who attended private school or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Glasgow	272	136	136	133	75	58	.....	$67 50	.....	.....	118	48	.....	....	2	2	....	....	10	....
Malta	106	56	50	62	25	37	.....	60 00	1	2	63	47	10	....	1	1	....	10	9	6
Saco	46	15	31	.....	.....	.....	.....	50 00	.....	.....	17	10	.....	....	1	1	....	....	6	17
Hinsdale (Old)	79	43	36	30	33	17	.....	50 00	.....	4	31	25	.....	....	1	1	....	....	9	....
Culbertson	268	141	127	135	68	67	.....	50 00	2	.....	134	58	.....	....	3	3	....	....	8	....
Springdale	21	12	9	13	7	6	$50 00	.....	.....	2	7	1	2	1	....	1	....	2	5	....
Hinsdale (New)	26	14	12	18	8	10	.....	50 00	.....	.....	16	12	.....	....	1	1	....	....	3	....
Totals	818	417	401	391	196	195	$50 00	$54 58	3	8	386	201	12	1	9	10	....	12	7.28	....

Statistical Report of the School Districts in Valley County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total No. Days Attendance	Total Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Glasgow	.....	68	7,343	7,343	71	888½	44	45.2	90	10	8	399	$250	....	....	....	1	1	$ 5,150
Malta	1	61	5,772	5,772	90	1,247	41	41	80	9	2	100	100	....	1	....	....	1	700
Saco	.....	14	1,123½	1,123½	18	324½	12	8	66	6	1	.....	.....	1	....	....	....	1	200
Hinsdale (Old)	.....	76	7,044	3,971	152	2,189	35	25	70	9	1	89	50	1	....	....	....	1	200
Culbertson	.....	76	7,044	7,044	300	1,486	54	41	82	8	2	75	50	....	3	....	....	3	2,000
Springdale	.....	4	267	267	7	40	3	2.5	75	5	1	.....	.....	1	....	....	....	1	250
Hinsdale (New)	1	18	900	900	.....	.....	16	15	82	3	1	.....	.....	1	....	....	....	1	200
Totals	2	283	26,420	26,420	638	6,175	205	177.7	77	50	16	663	$450	4	4	....	1	9	$8,700

Financial Report of the School Districts in Yellowstone County, Montana, for the Year Ending August 31, 1901

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Borrowed	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Junction	$31 45	$589 21						$620 66
2	Billings	24,191 22	14,632 50	$1,045 00	$2,906 21				42,774 93
3	Newman	554 79	726 71	2 85					1,284 35
4	Canyon Creek	374 63	785 63		38				1,160 64
5	Park City	444 77	1,158 78						1,603 55
6	Columbus	2,338 18	2,455 10		1,711 23			$151 20	6,655 71
7	Laurel	392 86	1,099 86						1,492 72
8	Elder Grove	237 53	726 71						964 24
9	Musselshell	240 42	589 21						829 63
10	Tilden	165 84	98 21						264 05
11	Trewin	19 49	392 80						373 31
12	Roundup	282 11	353 51						635 62
14	Rapids	74 68	314 27						388 95
22	Allendale	1,404 75	1,001 74		221 39				2,627 88
25	Shiloh	10 66	707 07						717 73
26	Sullivan	66 36	549 93						616 29
	Totals	$30,790 76	$26,181 24	$1,047 85	$4,839 21			$151 20	$63,010 26

Financial Report of the School Districts in Yellowstone County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
1	Junction	$450 00	.....	.....	$62 48	$15 50	.....	.....	$92 68	$620 66
2	Billings	11,697 43	$200 00	200 00	24,347 98	1,682 00	1,000 00	$1,825 00	1,822 52	42,774 93
3	Newman	450 00	.....	.....	220 45	50 80	.....	.....	563 10	1,284 35
4	Canyon Creek	400 00	.....	22 80	66 10	63 65	.....	.....	608 09	1,160 64
5	Park City	1,035 00	18 99	51 80	163 60	95 00	.....	.....	239 16	1,603 55
6	Columbus	1,425 00	61 08	48 45	468 09	411 99	1,984 64	569 42	1,687 04	6,655 71
7	Laurel	587 45	.....	15 70	319 47	80 09	.....	56 00	434 01	1,492 72
8	Elder Grove	400 00	.....	56 95	84 55	24 35	.....	.....	398 39	964 24
9	Musselshell	450 00	.....	.....	.....	.....	.....	.....	379 63	829 63
10	Tilden	250 00	.....	.....	.....	2 00	.....	.....	22 05	264 05
11	Trewin	282 69	.....	8 34	7 50	23 26	.....	.....	51 52	373 31
12	Roundup	300 00	.....	.....	.....	.....	.....	.....	335 63	635 62
14	Rapids	285 00	.....	.....	.....	65 50	.....	.....	38 45	388 95
22	Allendale	420 00	8 78	8 85	60 22	53 30	.....	60 00	2,016 73	2,627 88
25	Shiloh	427 50	.....	.....	36 95	18 15	.....	.....	235 13	717 73
26	Sullivan	270 00	.....	7 50	82 95	30 00	.....	.....	225 84	616 29
	Totals	$19,120 07	$288 85	$420 39	$25,920 34	$2,615 59	$2,984 64	$2,510 42	$9,149 96	$63,010 26

Statistical Report of the School Districts in Yellowstone County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the District Sept. 20, 1901	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1901	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	Male	Female	Total			Months	Days
Junction	37	18	19	24	12	12	50	50	.....	1	15	10	.....	....	1	1	....	....	7	16
Billings	856	410	446	386	184	202	138	72	1	1-7	385	350	.....	2	12	14	....	....	8	12
Newman	55	25	30	22	8	14	.....	50	.....	2	23	21	.....	....	1	1	....	....	8	12
Canyon Creek	43	26	17	22	8	14	.....	50	.....	2	16	16	.....	....	1	1	....	....	6	19
Park City	68	36	32	20	9	11	75	45	.....	1	30	25	4	1	1	2	1	4	8	15
Columbus	119	55	64	52	26	26	85	65	.....	2-5	60	60	.....	1	1	2	....	....	9	10
Laurel	71	34	37	12	2	10	70	70	.....	1	31	24	.....	....	1	1	....	....	8	15
Elder Grove	43	25	18	11	5	6	.....	50	.....	1	12	12	.....	....	1	1	....	....	7	16
Musselshell	37	15	22	17	11	6	.....	50	1	1	15	11	.....	....	2	2	....	....	8	12
Tilden	19	9	10	3	1	2	.....	40	.....	1	8	5	.....	....	1	1	....	....	2	18
Trewin	23	11	12	13	6	7	.....	45	.....	1	9	9	.....	....	1	1	....	....	5	13
Roundup	19	9	10	5	4	1	.....	50	.....	1	7	6	.....	....	1	1	....	....	5	14
Rapids	13	6	7	7	4	3	.....	40	.....	1	5	4	2	....	1	1	1	2	6	16
Allendale	57	26	31	20	13	7	.....	52	.....	1	27	27	.....	....	1	1	....	....	5	10
Shiloh	41	22	19	29	9	20	.....	50	.....	1	31	18	.....	....	1	1	....	....	7	14
Sullivan	37	20	17	14	2	12	.....	50	.....	1	14	14	.....	....	1	1	....	....	5	15
Totals	1,538	747	791	657	304	353	91	52	2	31	678	612	6	4	28	32	2	6	7.40	....

Statistical Report of the School Districts in Yellowstone County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendents	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Junction	.....	18	1,092	1,092	67	457	18	7	70	8	1	10	25	....	1	....	....	1	$500
Billings	6	779	92,875	92,875	283	3,526	606	564	957	9	22	1,100	900	....	....	....	3	3	46,000
Newman	.....	35	4,167	4,167	25	839	29	24	83	9	1	.....	.....	....	1	....	....	1	850
Canyon Creek	1	32	3,298	3,298	277	229	29	24	93	8	1	86	40	....	1	....	....	1	1,000
Park City	2	48	5,072	5,072	273	616	47	36	89	9	2	172	100	....	1	....	....	1	2,700
Columbus	2	107	14,460	14,460	124	913	87	73	94½	10	3	125	100	....	....	1	....	....	15,300
Laurel	1	53	4,462½	4,462½	771	3,462½	50	26	56	9	2	100	65	....	1	....	....	....	1,500
Elder Grove	.....	27	2,808	2,808	20	603	27	18	82	8	1	25	12	....	1	....	....	7	350
Musselshell	.....	9	476	476	24	69	9	6	87	9	2	.....	.....	3	....	....	....	3	350
Tilden	.....	7	270½	270½	6	9½	7	4	96	3	1	.....	.....	1	....	....	....	1	75
Trewin	1	15	964	964	20	150	15	8	87	6	1	.....	.....	....	1	....	....	1	600
Roundup	.....	8	738	738	40	174	8	6	80	6	1	.....	.....	1	....	....	....	1	100
Rapids	.....	11	823	823	54	58	11	6	93	7	1	.....	.....	....	1	....	....	1	800
Allendale	.....	36	3,026	3,026	125	1,372	34	19	70	9	2	30	15	....	1	....	....	1	1,100
Shiloh	1	18	1,584	1,584	.....	650	18	10	71	8	1	1	10	....	1	....	....	1	425
Sullivan	.....	26	1,796	1,796	.....	564	26	15	76	6	2	1	9	1	....	....	....	1	600
Totals	14	1,229	137,912	137,912	2,109	13,692	1,021	816	82	124	44	1,650	1,276	6	10	1	3	20	$72,250

Financial Report of All the Counties in Montana for the Year Ending August 31, 1901.

No. of District in County	COUNTY	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to County During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
24	Beaverhead	$7,484 77	$17,016 80	$2,756 50	$1,093 14	.....	.....	$466 75	$28,817 96
19	Broadwater	2,926 22	10,668 83	.....	986 66	.....	.....	77 05	14,658 76
40	Carbon	5,225 60	16,374 25	1,324 80	1,529 14	$6,170 65	$94 00	1,760 88	32,479 32
46	Cascade	5,198 32	86,125 71	14,310 97	17,942 63	1,776 94	8,481 00	1,679 78	135,514 35
36	Choteau	15,956 98	27,130 13	1,237 00	1,120 04	900 00	12 50	1,365 86	47,725 25
32	Custer	16,848 50	28,319 30	2,354 73	5 00	.....	.....	136 66	47,664 27
13	Dawson	3,795 14	13,586 76	.....	.....	.....	.....	33,285 18	17,381 90
11	Deer Lodge	2,379 92	27,128 64	4,645 35	7,014 90	.....	.....	951 64	73,841 51
37	Fergus	8,006 11	23,879 47	.....	7,029 42	.....	.....	.....	39,866 64
35	Flathead	6,581 73	21,507 18	81 90	6,180 53	10,000 00	1,216 40	1,936 63	47,504 37
54	Gallatin	8,178 89	40,126 00	360,80	7,256 16	400 00	.....	3,064 05	59,385 90
18	Granite	2,878 94	9,982 68	2,558 26	6,788 45	17,958 33	.....	965 78	16,385 66
33	Jefferson	10,086 83	16,704 15	738 15	.....	.....	.....	182 42	52,458 33
39	Lewis and Clarke	17,602 69	92,950 54	9,242 60	4,044 10	.....	.....	3,380 88	127,220 81
48	Madison	10,325 24	22,250 47	.....	.....	.....	.....	1,552 30	34,128 01
17	Meagher	9,119 86	14,218 30	.....	.....	.....	.....	1,285 94	24,601 10
37	Missoula	6,528 80	39,611 24	2,628 70	8,589 38	.....	.....	2,027 85	59,385 97
41	Park	3,739 11	21,352 53	1,618 74	5,130 60	.....	.....	2,240 30	34,082 28
27	Powell	3,790 86	24,114 07	.....	.....	.....	.....	4,423 13	32,328 06
31	Ravalli	6,718 19	16,054 77	3,504 10	2,951 93	600 00	101 01	5,336 40	35,266 40
12	Rosebud	.....	3,965 69	.....	.....	92 83	.....	403 88	4,462 40
10	Silver Bow	16,178 87	208,689 57	.....	20,020 88	100,000 00	1,689 11	74,765 31	420,743 74
32	Sweet Grass	3,784 32	16,219 41	851 03	1,505 73	.....	7,692 72	1,567 82	17,576 11
9	Teton	4,599 54	1,007 00	.....	.....	.....	.....	481 68	18,580 14
7	Valley	2,880 14	8,010 94	199 16	.....	8,071 46	.....	327 97	19,489 67
16	Yellowstone	30,790 76	26,181 24	1,047 85	4,839 21	.....	.....	151 20	63,010 2
	Totals	$206,408 11	$747,049 96	$35,152 67	$86,085 27	$144,193 27	$10,205 74	$142,137 56	$1,369,044 8.

Financial Report of All the Counties in Montana—Continued.

No. of Districts in County	COUNTY	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1901	Total
		9	10	11	12	13	14	15	16	17
24	Beaverhead	$15,852 19	$327 00	$518 25	$1,592 72	$1,612 40	.....	$720 00	$8,195 40	$28,817 96
19	Broadwater	7,816 00	56 25	.....	1,179 27	773 57	$801 34	90 00	3,942 33	14,658 76
40	Carbon	13,681 01	.....	.....	998 62	9,479 19	3,000 00	1,234 00	4,086 50	32,479 32
46	Cascade	75,173 85	1,389 22	2,835 19	5,345 73	17,232 26	1,582 70	.....	1,605 55	135,514 35
36	Choteau	19,558 20	526 39	1,549 87	8,773 69	3,598 90	1,949 90	180 00	11,585 56	47,722 51
32	Custer	16,193 11	303 23	1,488 50	13,791 40	9,601 20	.....	.....	6,286 83	47,664 27
13	Dawson	8,315 65	179 01	20 15	1,282 39	1,259 94	.....	180 00	6,144 76	17,381 90
11	Deer Lodge	29,562 30	.....	897 08	1,783 01	8,721 46	.....	7,112 50	25,765 10	73,841 51
37	Fergus	19,049 01	219 58	262 15	7,172 00	3,689 99	.....	1,710 00	7,763 91	39,866 64
35	Flathead	17,974 22	368 00	422 61	5,963 29	2,941 04	2,500 00	2,391 00	1,515 21	47,504 37
54	Gallatin	28,573 94	231 59	733 66	4,454 17	4,715 05	3,500 00	4,116 50	13,060 99	59,385 90
18	Granite	11,228 62	100 82	161 90	410 70	2,222 53	.....	.....	2,417 24	16,385 66
33	Jefferson	12,633 81	170 90	1,363 26	19,396 43	2,020 53	3,066 80	881 66	12,924 94	52,458 33
39	Lewis and Clarke	67,083 18	751 07	1,283 47	5,122 48	14,593 37	4,500 00	16,006 30	17,880 94	127,220 81
48	Madison	18,637 90	333 00	1,090 50	1,045 74	2,447 92	.....	1,154 18	9,418 77	34,128 01
17	Meagher	8,597 50	147 88	224 80	1,814 77	1,282 42	.....	690 86	11,862 87	24,621 10
37	Missoula	28,719 23	433 18	1,505 92	5,126 50	4,794 21	30 00	3,900 00	14,876 93	59,385 97
41	Park	17,356 28	183 70	132 87	704 60	3,905 25	1,342 00	1,665 00	8,792 58	34,082 28
27	Powell	10,338 83	30 00	108 00	312 57	1,887 01	.....	600 25	19,051 40	32,328 06
31	Ravalli	17,273 90	239 23	311 99	3,623 19	2,167 83	2,700 00	1,058 00	7,892 26	35,266 40
12	Rosebud	1,550 67	96 37	144 95	80 00	124 49	.....	.....	2,465 92	4,462 40
10	Silver Bow	137,306 96	7,565 42	1,414 67	71,510 50	24,634 64	.....	3,007 35	175,304 20	420,743 74
32	Sweet Grass	8,622 50	576 31	473 00	1,484 60	2,244 93	.....	58 20	5,719 50	60,465 14
9	Teton	6,655 50	30 80	58 32	1,634 89	1,829 86	.....	603 00	5,468 36	18,580 14
7	Valley	4,161 75	182 87	51 55	3,625 86	956 54	.....	.....	10,560 10	19,489 67
16	Yellowstone	19,920 07	288 85	420 39	25,920 34	2,615 59	2,984 64	2,510 42	9,149 96	63,010 26
	Totals	$548,662 33	$13,641 37	$14,637 86	$188,803 73	$114,129 86	$26,374 68	$49,869 28	$415,776 56	$1,411,853 11

Summary of Statistical Reports of All the Counties in Montana for the Year Ending August 31, 1901.

COUNTY	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the County Sept. 20, 1901	2: No. of such children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1901	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1901	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Av. Time School Was Kept: Months	Days
Beaverhead, 24	1,566	756	810	483	257	226	$67 65	$57 00	1	12	675	548	17	8	27	35	....	3	5.66
Broadwater, 19	722	391	331	283	132	151	78 33	50 00	.....	22	370	342	7	3	19	22	2	68	6.25
Carbon, 40	2,403	1,255	1,148	1,166	604	563	76 00	41 28	3	73	1,196	773	18	4	48	52	4	51	4.47
Cascade, 46	6,043	2,979	3,064	2,665	1,197	1,468	64 75	53 47	.....	69	2,637	2,285	34	21	93	114	10	29	6.00
Choteau, 37	1,787	923	864	749	367	382	81 00	52 00	8	73	950	564	48	8	39	47	....	....	6.17
Custer, 19	1,339	697	642	653	323	330	86 20	51 00	2	21	771	583	32	5	34	39	1	31	6.41
Dawson, 13	651	361	290	331	166	165	75 00	50 20	2	24	318	274	14	5	16	21	3	13	5.66
Deer Lodge, 13	2,856	1,405	1,451	1,773	913	860	80 00	53 60	.....	10	1,359	.....	.....	6	39	45	....	....	4.47
Fergus, 37	2,151	1,090	1,061	671	261	410	61 00	51 00	3	46	1,037	721	11	15	34	49	2	12	5.30
Flathead, 35	2,834	1,481	1,353	2,479	1,267	1,212	51 00	45 00	4	56	1,596	1,200	32	11	45	52	5	134	5.51
Gallatin, 50	2,960	1,503	1,457	1,214	609	605	58 00	45 00	3	75	1,390	1,347	.....	16	52	62	1	15	6.46
Granite, 18	1,216	598	618	474	235	239	125 00	63 00	.....	25	608	400	6	2	25	27	....	15	6.07
Jefferson, 22	1,153	575	578	506	250	256	73 59	55 00	2	38	619	561	4	8	24	32	....	....	5.76
Lewis & Clarke, 39	5,342	2,613	2,129	1,959	1,041	918	74 60	56 73	.....	.....	2,203	1,831	26	16	86	102	3	....	6.86
Madison, 48	2,117	1,088	1,029	915	438	477	64 00	48 00	2	53	890	368	13	17	34	51	....	....	5.83
Meagher, 17	579	300	279	175	81	94	105 00	52 00	2	24	166	158	.....	2	18	20	....	....	6.75
Missoula, 37	3,640	1,807	1,833	1,318	698	620	77 50	46	6	39	1,778	1,745	12	9	54	63	....	....	7.34
Park, 41	1,989	1,057	932	844	444	400	58 00	43 60	3	45	1,060	891	7	6	47	53	1	5	5.18
Powell, 27	1,316	665	651	410	206	204	76 25	44 15	.....	4	638	607	10	1	6	7	....	....	5.08
Ravalli, 34	2,458	1,327	1,131	919	464	445	60 36	46 34	3	43	1,221	1,001	.....	13	31	44	....	....	6.00
Rosebud, 17	656	342	314	284	165	119	66 33	51 00	1	27	267	220	9	3	12	15	....	7	5.50
Silver Bow, 10	11,630	5,818	5,812	5,799	2,823	2,976	100 00	62 50	2	21	8,942	7,225	1,494	10	170	180	6	1490	7.55
Sweet Grass, 32	1,216	604	612	379	200	194	80 00	48 40	2	50	415	186	9	5	31	36	....	....	5.76
Teton, 9	756	330	426	256	113	143	80 00	59 00	1	12	464	286	5	2	9	11	3	10	7.66
Valley, 7	818	417	401	391	196	195	50 00	54 58	3	8	386	201	12	1	9	10	....	12	7.28
Yellowstone, 16	1,538	747	791	657	304	353	91 00	52 00	2	31	678	612	6	4	28	32	2	6	7.40
Totals	617,363	31,129	30,607	27,753	13,754	13,999	$75 38	$51 25	55	901	32,634	24,928	1,816	191	1030	1221	43	1901	6.0

Summary of Statistical Reports of All the Counties in Montana—Continued.

COUNTY	Number of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total Number Days Attendance	Total Number Times Tardy	Total Number Days Absent	Average Number Belonging	Average Daily Attendance	Percentage of Attendance	Number of Months of School	Number of Visits by County Superintendents	County Libraries: Number of Volumes in County Library	County Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Beaverhead, 24	13	1,026	2,803	97,332	1,457	13,095	87	28	84	137	22	1,838	1,462	15	6	....	3	24	$41,900
Broadwater, 19	.....	590	10,001	54,876	3,304	539	467	429	86	119	28	356	229	9	7	....	....	10	15,630
Carbon, 40	9	1,855	113,236	113,236	1,368	11,454	1,805	42	87	178	41	160	325	16	25	1	2	44	26,842
Cascade, 46	92	4,314	13,904	300,427	4,001	670,518	3,694	73	291	283	90	2,648	4,664	36	16	2	5	58	227,239
Choteau, 37	10	994	4,119	92,204	3,196	14,065	765	19	90	203	35	2,807	2 226	19	13	....	3	35	63,400
Custer, 19	13	980	82,061	.....	.....	.....	.....	43	.....	221	44	2,765	1,795	8	....	7	2	17	47,995
Dawson, 13	12	493	51,449	51,449	381	4,183	403	29	88	89	24	527	589	9	....	4	1	14	1,785,000
Deer Lodge, 13	.....	2,033	5,873	225,390	2,871	17,486	153	143	88	54	15	420	1,052	7	3	....	7	17	113,280
Fergus, 37	5	1,290	112,015	112,015	1,688	16,076	28	26	85	81	57	1,236	807	28	16	....	2	46	52,300
Flathead, 35	11	1,977	196,375	4,061	5,665	27,355	43	40	80	209	60	976	477	11	20	....	3	34	70,693
Gallatin, 50	6	2,183	242,317	,107	4,761	19,758	34	32	88	331	110	1,168	1,108	8	39	....	2	49	103,865
Granite, 18	9	877	1,729	77,726	1,849	9,735	47	40	84	96	11	1,466	1,514	4	10	1	....	15	39,235
Jefferson, 22	9	869	218,680	.....	1,389	15,734	33	27	87	126	26	1,659	806	10	8	....	4	22	41,075
Lewis and Clarke, 38	22	3,677	456,869	5,038	4,315	31,199	77	72	88	258	86	3,436	2,400	12	15	2	11	41	348,555
Madison, 48	12	1,494	163,546	168,669	3,871	13,216	40	22	80	245	41	1,234	873	15	11	1	1	28	26,185
Meagher, 17	1	319	32,330	.....	843	2,634	231	15	86	133	33	614	772	7	6	....	1	14	17,490
Missoula, 37	10	2,128	4,295	204,601	3,906	32,658	46	38	75	255	38	3,321	1,749	10	27	....	5	42	3,648,039

Summary of Statistical Reports of All the Counties in Montana—Continued.

COUNTY	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Average No. Belonging	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	County Libraries: No. of Volumes in District Library	County Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Park, 41	5	1,443	4,366	153,377	1,589	12,592	30	27	89	191	67	1,233	845	24	16	....	3	43	46,545
Powell, 27	5	901	85,277	.....	1,885	9,888	26	23	82	134	28	532	358	10	14	....	1	25	24,305
Ravalli, 34	5	1,872	3,300	165,138	1,080	11,759	43	35	73	183	49	783	637	4	24	....	4	32	47,565
Rosebud, 17	5	325	26,255	26,255	.....	.....	18	18	90	62	11	1,267	707	9	3	....	1	13	4,135
Silver Bow, 10	35	7,389	1,010,747	1,[illegible].747	3,827	38,612	671	644	91	75	195	4,218	700	4	13	....	11	28	487,600
Sweet Grass, 32	5	869	3,900	65,534	7,014	1,644	16	18	85	269	70	952	921	19	9	....	1	39	22,027
Teton, 9	.....	377	285,080	52,300	215	20,480	33	30	61	69	13	265	205	....	7	1	....	8	18,400
Valley, 7	2	283	26,420	26,420	638	6,175	29	25	77	50	16	663	450	4	4	....	1	9	8,700
Yellowstone, 16	14	1,229	137,912	137,912	2,109	13,692	63	51	82	124	44	1,650	1,276	6	10	1	3	20	72,250
Totals	310	41,787	4,920,058	3,151,814	53,222	1,014,647	8,872	1,591	2,297	4175	1294	38,194	45,257	304	322	20	77	712	7,400,250

Financial and Statistical 1902.

Financial Report of the School Districts in Beaverhead County, Montana, for the Year Ending August 31, 1902.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Bannack	$826 32	$467 39	$204 75	$423 63	.....	.....	.....	$1,922 09
2	Bishop	655 78	133 94	58 50	.....	.....	.....	.....	848 22
3	Riverside	10 48	210 89	92 25	816 51	.....	.....	200 00	1,330 13
4	Argenta	48 89	128 81	56 25	82 89	.....	.....	110 95	427 79
5	Glendale	70 16	323 75	141 75	414 90	.....	.....	.....	950 56
6	Dewey	8 83	98 03	42 75	495 28	.....	.....	.....	644 89
7	Grant	258 42	164 72	72 00	.....	.....	.....	.....	495 14
8	Hecla	310 83	216 02	94 50	305 14	.....	.....	.....	926 49
9	Birch Creek	468 06	185 24	81 00	.....	.....	.....	.....	734 30
10	Dillon	2,109 20	3,099 25	1,359 00	4,176 64	1,196 60	.....	.....	11,940 69
11	Meadow Creek	419 03	149 33	65 25	15 81	.....	.....	63 25	712 67
12	Lima	114 94	841 88	369 00	649 88	.....	.....	.....	1,975 70
13	Briston	242 15	221 15	96 75	1 17	.....	.....	.....	561 22
14	Bedrock	26 33	108 29	47 25	663 69	.....	.....	.....	845 56
15	Wisdom (North)	89 63	62 12	27 00	138 08	.....	.....	15 35	332 18
16	Wisdom	342 31	272 45	119 25	.....	.....	.....	25 00	759 01
17	Bowen	497 99	169 85	74 25	.....	.....	.....	.....	230 77
18	Fox	276 74	164 72	72 00	460 01	.....	.....	.....	973 47
19	Greyling	67 85	113 42	49 50	.....	.....	.....	.....	230 77
20	Medicine Lodge	138 79	92 90	40 50	.....	.....	.....	.....	272 19
21	Grasshopper	551 79	123 68	54 00	.....	.....	.....	.....	729 47
22	Dell	124 92	262 19	114 75	634 56	.....	.....	.....	1,136 42
23	Polaris	72 25	.....	.....	.....	.....	.....	.....	72 25
24	Jackson	168 96	246 80	108 00	298 57	.....	.....	.....	822 33
25	Jackson (South)	253 87	103 16	45 00	.....	.....	.....	.....	402 03
26	Willis	.....	87 77	38 25	.....	.....	.....	67 98	194 00
	Totals	$8,654 52	$8,047 75	$3,223 50	$9,576 76	$1,196 60	.....	$482 53	$30,981 66

Financial Report of the School Districts in Beaverhead County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Bannack	$1,120 00				$270 13			$531 96	$1,922 09
2	Bishop	300 00	17 65			16 00			514 57	848 22
3	Riverside	585 00	21 00	8 00		707 25			8 88	1,330 13
4	Argenta	350 00	35 00		20 85	12 80			9 14	427 79
5	Glendale	680 00				111 62			158 94	950 56
6	Dewey	385 00				71 25			188 64	644 89
7	Grant	375 00	39 60		54 00	10 10			16 44	495 14
8	Hecla	430 00	35 00			78 50			382 99	926 49
9	Birch Creek	500 00			1 75	75 78			156 77	734 30
10	Dillon	5,725 00		315 98	392 78	1,559 60			3,947 33	11,940 69
11	Meadow Creek	443 15				85 00			184 52	712 67
12	Lima	1,161 60	28 55		285 60	440 02			59 93	1,975 70
13	Briston	345 00			35 50	54 53			126 19	561 22
14	Redrock	385 00	7 80		19 05	27 40			406 31	845 56
15	Wisdom (North)	119 00	7 50			70 50			135 18	332 18
16	Wisdom	570 00	40 10			79 45			51 46	759 01
17	Bowen	400 00	15 00			16 50			310 59	742 09
18	Fox	390 00			26 00	55 00			502 47	973 47
19	Greyling	103 50				25 00			102 27	230 77
20	Medicine Lodge	135 00	136 50						130 69	272 19
21	Grasshopper	350 80	20 00						358 67	729 47
22	Dell	525 00	21 00		75 00	131 75			383 67	1,136 42
23	Polaris								72 25	72 25
24	Jackson	540 00				25 05			257 28	822 33
25	Jackson (South)	230 00	7 40			12 50			152 13	402 03
26	Willis	135 00	6 35			3 30			49 35	194 00
	Totals	$6,283 05	$308 45	$323 98	$910 53	$3,957 03			$9,198 62	$30,981 66

Statistical Report of the School Districts in Beaverhead County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Bannack	130	63	67	35	17	18	.....	$80 00	.....	4 & 2	48	33	.....	....	2	2	....	....	6	14
Bishop's	23	11	12	10	6	4	.....	60 00	.....	1	10	7	.....	....	1	1	....	....	4	5
Riverside	37	24	13	26	12	14	.....	60 00	.....	1	15	15	.....	....	1	1	....	....	9	9
Argenta	28	13	15	10	5	5	.....	50 00	.....	1	15	15	.....	....	1	1	....	....	7	....
Glendale	50	31	19	36	23	13	.....	75 00	.....	1	25	20	.....	1	....	1	....	....	16	12
Dewey	19	13	6	5	2	3	.....	55 00	.....	1	10	5	.....	....	1	1	....	....	6	....
Grant	33	21	12	4	1	3	.....	50 00	.....	1	8	6	.....	....	1	1	....	....	4	8
Hecla	30	14	16	36	22	14	85 00	.....	.....	2	11	11	.....	1	....	1	....	....	3	18
Birch Creek	16	9	7	9	6	3	50 00	50 00	.....	1	6	6	.....	....	1	1	....	....	8	7
Dillon	625	299	326	172	81	91	100 00	75 00	.....	5 & 1	255	189	.....	1	7	8	....	....	8	5
Meadow Creek	25	13	12	6	4	2	.....	55 00	1	1	13	12	.....	....	1	1	....	....	9	4
Lima	150	78	72	47	22	25	85 00	62 50	.....	2 & 1	66	66	.....	1	2	3	....	....	7	....
Briston	51	23	28	6	2	4	.....	60 00	.....	1	11	11	.....	....	1	1	....	....	6	....
Redrock	16	8	8	8	2	6	.....	50 00	.....	1	2	2	.....	....	1	1	....	....	7	....
Wisdom (North)	14	10	4	4	3	1	.....	50 00	.....	1	6	6	.....	....	1	1	....	....	3	....
Wisdom	48	24	24	30	17	13	81 00	.....	.....	2	21	20	.....	1	....	1	....	....	7	....
Bowen	35	13	22	16	5	11	.....	50 00	.....	1	11	11	.....	....	1	1	....	....	5	5
Fox	38	21	17	23	10	13	60 00	.....	.....	1	17	11	.....	1	....	1	....	....	6	9
Greyling	8	4	4	1	.....	1	.....	42 50	.....	1	5	4	.....	....	1	1	....	....	3	....
Medicine Lodge	22	12	10	16	8	8	.....	.....	.....	2	7	2	.....	....	1	1	....	....	4	....
Grasshopper	29	13	16	7	5	2	.....	50 00	.....	1	12	11	.....	....	1	1	....	....	3	....
Dell	52	27	25	17	8	9	.....	60 00	.....	1	20	19	.....	....	1	1	....	....	8	3
Polaris	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Jackson	47	22	25	6	4	2	60 00	60 00	.....	2 & 1	17	16	.....	....	1	1	....	....	9	9
Jackson (South)	13	5	8	10	6	4	.....	50 00	.....	1	1	1	.....	....	1	1	....	....	3	....
Willis	23	14	9	11	7	4	.....	45 00	.....	1	13	13	.....	....	1	1	....	....	5	....
Totals	1,562	785	777	551	287	273	74 3-7	56⅔	.....	.....	625	512	.....	6	29	35	....	....	6.04	....

Statistical Report of the School Districts in Beaverhead County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Bannack	1	58	134	5,999½	23	245½	....	....	....	....	45	95½	6½	1	....	....	....	1	....	....	....	$2,500
Bishops	....	10	95	646	64	101	....	....	....	....	7	87	4	1	....	....	1	....	....	....	....	2,000
Riverside	....	36	189	4,200	95	1,150	....	....	....	....	22	78½	9	1	200	$260	....	....	....	1	....	2,150
Argenta	....	17	140	2,077	45	222	....	....	....	....	15	87	7	1	57	45	....	1	....	....	....	100
Glendale	....	52	132	5,471	....	438	....	....	....	....	46	96	6½	1	115	70	....	1	....	....	....	200
Dewey	....	21	119	1,698½	45	268½	....	....	....	....	14	86	6	1	....	....	1	....	....	....	....	275
Grant	....	8	88	510	5	12	....	....	....	....	6	97	4	1	25	40	1	....	....	....	....	200
Hecla	....	40	78	2,358	200	215	....	....	....	....	31	92	3½	1	90	70	....	1	....	....	....	500
Birch Creek	....	13	167	991	51	229	....	....	....	....	7	75	8	1	....	....	1	....	....	....	....	150
Dillon	3	376	165	44,387	350	3,051	....	....	....	....	274	93	8	7	275	150	....	....	....	1	....	2,500
Meadow Creek	....	23	184	2,495	....	176	1	....	60	....	14	93	9	1	....	....	1	....	....	....	....	100
Lima	1	134	126	11,434	....	1,066	....	....	....	....	73	93	7	2	100	150	....	....	....	1	....	6,200
Briston	1	29	113	1,936	....	1,089	....	....	....	....	17	64	6	....	92	75	1	....	....	....	....	200
Redrock	....	17	140	2,167	....	213	....	....	....	....	11	64	7	1	52	87	....	1	....	....	....	820
Wisdom (N.)	....	6	42	217½	....	34½	....	....	....	....	15	81	3	1	....	....	1	....	....	....	....	20
Wisdom	....	43	135	4,452	....	253	....	....	....	....	33	95	7	....	....	....	1	....	....	....	....	1,050
Bowen	....	18	105	1,265	29	46	....	....	....	....	12	94½	5	1	80	50	1	....	....	....	....	100
Fox	....	18	129	1,716	....	257	....	....	....	....	13	87	6½	....	100	50	1	....	....	....	....	160
Greyling	....	7	57	386½	....	8½	....	....	....	....	6½	97	3	1	....	....	....	....	....	....	....	....
Medicine L'dge	1	4	79	290½	....	25½	....	....	....	....	3½	89	4	1	41	32	1	....	....	....	....	200
Grasshopper	....	19	59	717	....	304	....	....	....	....	12	70	3	1	....	....	1	....	....	....	....	150
Dell	....	25	163	2,636	126	730	....	....	....	....	16	80	8	1	....	....	....	1	....	....	....	525
Polaris	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Jackson	....	29	189	3,045	17	727	....	....	....	....	24	80	9½	1	63	40	1	....	....	....	....	100
Jackson (South	....	7	59	313	10	100	....	....	....	....	5	75	3	1	25	25	1	....	....	....	....	100
Willis	....	24	99	1.317½	81	170½	....	....	....	....	15	89	5	1	27	30	1	....	....	....	....	50
Totals	7	1,034	2,886	102,779	1,141	11,132	1	....	60	....	29	85	148	29	1,342	1,174	15	6	....	3	....	$18,550

Financial Report of the School Districts in Broadwater County, Montana, for the Year Ending August 31, 1902.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1900	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Radersburg	$257 68	$446 60	.....	$487 27	.....	.....	.....	$1,191 55
2	Hassel	145 59	138 60	.....	343 72	.....	.....	.....	627 91
3	Confederate	61 15	138 60	.....	366 84	.....	.....	.....	566 59
4	Duck Creek	52 68	115 50	.....	149 71	.....	.....	.....	317 89
5	Canton	340 65	269 50	.....	190 78	.....	.....	.....	800 93
6	Deep Creek	185 02	192 50	.....	265 67	.....	.....	.....	643 19
7	Townsend	21 49	1,439 90	.....	2,404 10	.....	.....	.....	3,865 49
8	Diamond	17 55	115 50	.....	123 09	.....	.....	.....	256 14
9	Missouri Valley	188 24	308 00	.....	153 60	.....	.....	.....	649 84
10	Winston	182 43	531 30	.....	517 86	.....	.....	.....	1,231 59
11	South Round Grove	185 64	200 20	.....	180 55	.....	.....	.....	566 39
12	Sixteen (Joint)	.....	.....	.....	.....	.....	.....	.....	.....
13	Crow Creek	344 28	369 60	.....	176 90	.....	.....	.....	890 78
14	Beaver Creek	48 49	269 40	.....	134 82	.....	.....	.....	452 71
15	Toston	465 79	238 70	.....	536 26	.....	.....	.....	1,240 75
16	Glenwood	241 30	277 20	.....	233 96	.....	.....	.....	752 46
17	Placer	461 03	323 40	.....	287 32	.....	.....	.....	1,071 75
18	Three Forks (Joint)	.....	.....	.....	.....	.....	.....	.....	.....
19	Iron Age	158 00	231 00	.....	145 42	.....	.....	.....	534 42
	Totals	$3,357 01	$5,605 50	.....	$6,697 87	.....	.....	.....	$15,660 38

Financial Report of the School Districts in Broadwater County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Radersburg	$600 00	.....	$6 00	$94 11	$25 20	.....	.....	$464 24	$1,191 55
2	Hassel	315 00	.....	.....	.....	118 34	.....	.....	194 57	627 91
3	Confederate	320 00	.....	.....	18 60	22 50	.....	.....	205 49	566 59
4	Duck Creek	120 00	.....	.....	.....	48 75	.....	.....	149 14	317 89
5	Canton	510 00	.....	.....	.....	105 20	.....	.....	185 73	800 93
6	Deep Creek	360 00	.....	.....	.....	44 25	.....	.....	238 94	643 19
7	Townsend	2,415 50	.....	79 61	114 45	510 52	$742 74	.....	2 67	3,865 49
8	Diamond	180 00	.....	.....	.....	18 40	.....	.....	57 74	256 14
9	Missouri Valley	345 00	.....	40 00	62 84	22 45	.....	.....	179 55	649 84
10	Winston	700 00	25 50	.....	10 00	43 84	.....	.....	452 25	1,231 59
11	South Round Grove	350 00	.....	.....	37 50	15 05	.....	.....	163 84	566 39
12	Sixteen (Joint)	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Crow Creek	420 00	.....	6 00	52 25	7 50	.....	.....	405 03	890 78
14	Beaver Creek	200 00	.....	.....	.....	22 25	.....	.....	230 46	452 71
15	Toston	495 00	.....	.....	132 00	118 83	.....	.....	494 92	1,240 75
16	Glenwood	480 00	.....	.....	.....	47 96	.....	.....	224 50	752 46
17	Placer	454 75	.....	.....	36 15	20 81	.....	.....	560 04	1,071 75
18	Three Forks (Joint)	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Iron Age	225 00	.....	.....	42 26	100 00	.....	.....	167 16	534 42
	Totals	$8,490 25	$25 50	$131 61	$600 16	$1,291 85	$742 74	.....	$4,378 27	$15,660 38

Statistical Report of the School Districts in Broadwater County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught	Statistics Relating to Compulsory Education: 1 No. of Children between 8 and 14 years of age residing in the District August 31, 1902	2 No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Radersburg	54	35	19	24	13	11	75	.....	.....	2	26	24	2	1	....	1	1	2	8	....
Hassel	28	17	11	13	4	9	.....	45	.....	2	5	5	.....	....	1	1	....	....	8	....
Confederate	19	7	12	5	3	2	.....	47	.....	2	8	8	.....	....	1	1	....	....	7	....
Duck Creek	17	12	5	4	1	3	40	.....	.....	1	1	1	.....	1	....	1	....	....	3	....
Canton	35	19	16	8	3	5	.....	55	.....	1	17	17	.....	....	1	1	....	....	8	....
Deep Creek	15	5	10	10	2	8	.....	45	.....	2	6	6	.....	....	1	1	....	....	1	....
Townsend	188	91	97	68	28	40	85	60	.....	2	77	75	.....	1	4	5	....	5	8	....
Diamond	15	7	8	5	2	3	.....	45	.....	2	6	6	.....	....	1	1	....	....	4	....
Missouri Valley	36	21	15	7	3	4	.....	50	.....	2	18	16	.....	....	1	1	....	....	6	18
Winston	72	35	37	23	13	10	70	.....	.....	2	38	35	.....	1	....	1	....	....	10	....
South Round Grove	40	25	15	12	9	3	.....	50	.....	1	15	12	3	1	....	1	....	....	7	....
Sixteen	4	3	1	.....	.....	.....	.....	.....	.....	1	1	1	.....	....	1	1	....	....	....	....
Crow Creek	49	24	25	17	8	9	.....	60	.....	1	18	13	5	....	1	1	....	....	7	....
Beaver Creek	21	14	7	5	3	2	.....	50	.....	1	4	2	.....	....	1	1	....	....	4	....
Toston	52	25	27	26	11	15	.....	50	.....	1	13	11	2	....	1	1	....	....	10	....
Glenwood	42	23	19	7	2	5	60	.....	.....	2	16	14	.....	1	....	1	....	....	8	....
Placer	45	26	19	7	2	5	.....	55	.....	1	18	15	.....	....	1	1	....	....	8	....
Three Forks	7	5	2	.....	.....	.....	60	.....	.....	1	2	2	.....	....	1	1	....	....	7	....
Iron Age	33	18	15	23	8	15	.....	50	.....	2	18	16	.....	....	1	1	....	....	5	....
Totals	772	412	360	264	115	149	65	$50.92	.....	.....	307	279	12	6	17	23	1	7	6.50	....

Statistical Report of the School Districts in Broadwater County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number of Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books owned by District	Total Amt. expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Radersburg		40	156	3,991	134	410					26	96.6	8	1	30	$12		1			1	$300
Hassel		13	156	1,734½	300	540					11	80	8	1	30	25	1				1	175
Confederate		13	137	1,200½	80	238½					8	83	7	1	150	65	1				1	75
Duck Creek		7	59	247	35	79½					4	75	3	1			1				1	100
Canton		20	154	2,802½	102	296½					17	91	8	2			1				1	100
Deep Creek		19	156	1,841½	80	131½					11	93	8	2				1			1	650
Townsend		184	150	21,814	506	893					145	94	8	3	50	70				1	1	9,000
Diamond		13	78	1,000	33	40					11	90	4	1								
Missouri Valley		28	137	2,614	213	280					21	89	6	1	50	70	1				1	200
Winston		59	184	6,376½	94	312					34	84	10	1	56	50		1			1	120
South Round Grove		21	134	1,657	429	418					12	80	7	1	1	2		1			1	1,600
Sixteen																						1,100
Crow Creek		26	134	1,968	80	356					15	85	7	1	57	50	1				1	450
Beaver Creek		10	80	355	5	146½					6	75	4	1			1				1	275
Toston		33	172	3,458½	316	550½					20	80½	10	2	33	15	1				1	100
Glenwood		22	158	2,516	80	161					16	94	8	1	50	30	1				1	200
Placer		22	157	2,386	40	350					18	90	8	1			1				1	100
Three Forks		7	136	900	35	80					5	88	7	1	1	1		1			1	1,200
Iron Age		27	90	1,212½	22	125½					20	80	5	1	30	15	1				1	150
Totals		564	2,408	58,074	2,584	5,608½	1	17			400	1548	126	23	538	405	11	5		1	17	$15,895

Financial Report of the School Districts in Carbon County, Montana, for the Year Ending Aug. 31, 1902.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Red Lodge	$1 89	$1,593 90	$1,559 25	$5,244 02	.....	.....	$100 55	$8,499 61
2	Parker	86 23	119 60	99 00	.....	.....	.....	.....	304 83
3	Sage Creek	255 16	105 80	103 50	182 54	.....	.....	.....	647 00
4	Bridger	10 20	305 90	299 25	1,181 29	.....	.....	03	1,796 67
5	Wilsey	54 28	117 30	114 75	235 10	.....	.....	.....	521 43
6	Clark	51 24	75 90	74 25	13	.....	.....	13 12	214 64
7	Joliet	231 18	186 30	182 25	685 16	.....	.....	180 32	1,465 21
8	Ellis	90 66	87 40	85 50	91 16	.....	.....	28 60	383 32
9	Rock Creek	4 77	69 00	67 50	303 26	.....	.....	.....	444 53
10	Volney	79 12	87 40	85 50	83 53	.....	.....	.....	335 55
11	Butcher	54 50	36 80	36 00	80 70	.....	.....	.....	208 00
12	Stillwater	49 77	27 60	27 00	.....	.....	.....	39 48	143 85
13	Excelsior	214 32	87 40	76 50	237 77	.....	.....	.....	615 99
14	Grove Creek	54 34	36 80	36 00	100 83	.....	.....	.....	227 97
15	Absarokee, Joint Beaver Creek	23 66	34 50	33 75	145 09	.....	.....	.....	237 00
16	Rose Bud	163 67	121 90	121 50	159 85	.....	.....	29 54	596 46
17	Town	151 79	80 50	78 75	96 48	.....	.....	.....	407 52
18	Nye City	152 60	73 60	60 75	102 86	.....	.....	39 48	429 29
19	Provinse	264 44	112 70	110 25	103 75	.....	.....	.....	591 14
20	Terrell	226 97	92 00	90 00	334 85	.....	.....	.....	743 82
21	Draper	107 33	25 30	29 25	.....	.....	.....	.....	161 88
22	Valley	113 77	179 40	175 50	270 09	895 00	.....	68 45	1,702 21
23	Roberts	04	121 90	119 25	174 61	.....	.....	.....	415 80

Financial Report of the School Districts in Carbon County.—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to Districts during the year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
24	Willow Creek	$55 08	$80 50	$78 75	$97 29	.....	.....	.....	311 62
25	New Prospect	62 65	48 30	47 25	50 42	.....	.....	.....	208 62
26	Youst	34 31	69 00	67 50	455 95	.....	.....	.....	626 76
27	Sweet Grass	61 53	16 10	15 75	.....	.....	.....	.....	93 38
28	Carbonado	24 29	238 35	157 50	431 65	1,000 00	15 00	.....	1,866 79
29	Vaughn	4 49	34 50	40 50	97 42	.....	.....	15 24	192 15
30	Gebo	4 94	266 80	261 00	496 70	.....	.....	.....	1,029 44
31	Hines	354 78	161 00	157 50	.....	.....	.....	.....	673 28
32	Rockvale	9 96	78 20	76 50	357 01	.....	.....	.....	521 67
33	Paradise Valley	142 13	105 80	103 50	.....	.....	.....	18 00	369 43
34	Silver Tip	79 22	87 40	85 50	70 16	469 00	.....	34 50	825 78
35	Golden	75 64	39 10	29 25	.....	.....	.....	.....	143 99
36	Morris	1 42	94 30	87 75	157 15	.....	.....	63 72	404 34
37	Elbow	146 27	85 10	83 25	.....	.....	.....	.....	314 62
38	Bailey	66 61	64 40	63 00	.....	.....	.....	.....	194 01
39	White Bird	352 75	103 50	101 25	.....	695 00	.....	.....	1,252 50
40	Flaherty Flat	168 50	66 70	65 25	.....	.....	.....	.....	300 45
41	Brockway	.....	64 40	65 25	24 80	795 00	.....	109 71	1,059 16
42	West Rose Bud	.....	.....	42 75	130 77	.....	.....	82 53	256 05
43	Bundy	.....	.....	29 25	.....	.....	.....	55 52	84 77
44	Oklahoma	.....	46 00	45 00	17 95	.....	.....	4 80	113 75
45	Blue Water	.....	39 10	38 25	.....	.....	.....	51 85	129 20
	Totals	$4,086 50	$5,567 45	$5,406 75	$12,200 34	$3,854 00	$15 00	$935 44	$32,065 48

Financial Report of the School Districts in Carbon County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Red Lodge	$5,505 00	$67 48	$120 50	$131 71	$1,080 12	$540 00	$601 65	$453 15	$8,499 61
2	Parker	212 07	.....	.....	11 45	75 46	.....	.....	5 85	304 83
3	Sage Creek	246 00	.....	.....	.....	77 17	.....	36 00	287 83	647 00
4	Bridger	930 00	.....	.....	.....	186 10	.....	242 30	438 27	1,796 67
5	Wilsey	272 50	.....	.....	.....	43 51	.....	36 00	169 42	521 43
6	Clark	128 25	.....	.....	5 65	27 82	.....	36 00	16 92	214 64
7	Joliet	402 75	.....	143 10	.....	307 86	.....	60 00	551 50	1,465 21
8	Ellis	272 25	.....	5 00	60 59	10 00	.....	24 00	11 48	383 32
9	Rock Creek	424 50	.....	.....	18 80	18 80	.....	.....	1 23	444 53
10	Volney	232 35	.....	.....	.....	65 60	.....	.....	37 60	335 55
11	Butcher	115 00	.....	.....	.....	.....	.....	.....	93 00	208 00
12	Stillwater	48 00	.....	.....	.....	51 94	.....	.....	43 91	143 85
13	Excelsior	240 00	.....	.....	95 73	16 00	.....	.....	264 26	615 99
14	Grove Creek	190 00	.....	.....	.....	4 00	.....	.....	33 97	227 97
15	Absarokee	86 25	.....	25 00	.....	14 00	.....	.....	111 75	237 00
16	Rose Bud	187 50	.....	.....	65 50	141 42	.....	45 00	157 04	596 46
17	Town	220 25	.....	.....	.....	19 40	.....	31 50	136 37	407 52
18	Nye City	250 00	.....	.....	.....	86 48	.....	.....	92 81	429 29
19	Provinse	360 00	.....	8 10	.....	11 40	.....	.....	211 64	591 14
20	Terrell	260 00	.....	.....	75 00	49 75	.....	30 00	329 07	743 82
21	Draper	120 00	.....	.....	.....	4 15	.....	.....	37 73	161 88
22	Valley	405 00	.....	4 18	1,093 95	60 40	.....	27 00	111 68	1,702 21
23	Roberts	284 40	.....	.....	.....	23 05	.....	.....	108 35	415 80

Financial Report of the School Districts in Carbon County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1902	Total
		9	10	11	12	13	14	15	16	17
24	Willow Creek	284 00	.....	2 75	.....	20 55	.....	.....	4 32	311 62
25	New Prospect	120 00	.....	15 45	.....	13 45	.....	12 00	47 72	208 62
26	Youst	405 00	.....	4 65	53 60	87 60	.....	.....	75 91	626 76
27	Sweet Grass	40 00	.....	.....	.....	.....	.....	.....	53 38	93 38
28	Carbonado	510 00	.....	21 80	1,090 21	59 20	.....	.....	185 58	1,866 79
29	Vaughn	130 00	.....	.....	.....	57 30	.....	.....	4 85	192 15
30	Gebo	750 00	.....	35 40	43 90	102 41	.....	84 00	13 73	1,029 44
31	Hines	280 00	.....	74 70	106 70	68 67	.....	.....	143 21	673 28
32	Rockvale	217 00	.....	29 50	.....	3 50	.....	.....	271 67	521 67
33	Paradise Valley	180 00	.....	.....	.....	27 25	.....	36 00	126 18	369 43
34	Silver Tip	80 00	.....	.....	502 50	19 10	.....	14 22	209 96	825 78
35	Golden	80 00	.....	.....	.....	26 62	.....	15 00	22 37	143 99
36	Morris	60 00	.....	3 90	.....	83 47	.....	42 00	214 97	404 34
37	Elbow	200 00	.....	.....	.....	20 00	.....	27 00	67 62	314 62
38	Bailey	127 40	.....	.....	.....	2 20	.....	.....	64 41	194 01
39	White Bird	135 00	.....	.....	.....	59 35	.....	.....	1,058 15	1,252 50
40	Flaherty Flat	160 00	.....	.....	.....	.....	.....	.....	140 45	300 45
41	Brockway	120 00	.....	.....	622 90	90 04	.....	.....	226 22	1,059 16
42	West Rose Bud	80 00	.....	.....	.....	118 97	.....	.....	57 08	256 05
43	Bundy	13 00	.....	.....	.....	4 50	.....	.....	67 27	84 77
44	Oklahoma	99 70	.....	.....	.....	14 05	.....	.....	.....	113 75
45	Blue Water	120 00	.....	.....	.....	8 70	.....	.....	50	129 20
	Totals	$15,583 17	$67 48	$494 03	$3,959 39	$3,261 36	$540 00	$1,399 67	$6,760 38	$32,065 48

Statistical Report of the School Districts in Carbon County, Montana, for the Year Ending August 31, 1902.

NAME OF DISTRICT	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	Number of Children between the ages of 6 and 21 years	Male	Female	Under 6 years of age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children who attended the District School at least 12 weeks during the year ending August 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	Male	Female	Total			Months	Days
Red Lodge	693	356	337	402	271	131	125	62.5		7 mo	283	279		1	8	9			9	
Parker	39	25	14	7	2	5		50.0		3 mo	18	14			1	1			6	
Sage Creek	52	28	24	30	19	11		40.0		3 mo	16	15			1	1			2	17
Bridger	115	66	49	64	32	32	60	65.0		9 mo	57	57		1	2	3			9	
Wilsey	35	19	16	14	7	7		40.0		7 mo	13	12			1	1			6	19
Clark	30	13	17	17	7	10		45.0		3 mo	11	11			1	1			3	
Joliet	69	39	30	13	9	4	50			8 mo	17	17		1		1			5	
Ellis	35	18	17	9	5	4		45.0		5 mo	15	13			1	1			5	1
Rock Creek	35	17	18	26	10	16		45.0		8 mo	20	14			1	1			2	17
Volney	45	21	24	27	10	17		40.0		3 mo	18	18			1	1			2	10
Butcher	20	14	6	11	6	5		40.0		3 mo	12	12			1	1			3	
Stillwater*	11	6	5	2	1	1		45.0		8 mo	7	7			1	1			8	
Excelsior	49	22	27	26	14	12		40.0		6 mo	26	26			1	1			6	
Grove Creek	17	9	8					35.0		6 mo	10	9			1	1			6	
Absarokee**	7	3	4	8	3	5		40.0		9 mo	3	3			1	1			9	
Rose Bud	61	35	26	25	14	11		40.0		4 mo	30	30			1	1			4	8
Sown	42	24	18	13	5	8		40.0		5 mo	19	16			1	1			5	
Nye City	28	20	8	18	12	6	50			5 mo	12	12		1		1			5	
Provinse	34	24	16	18	8	7		40.0		7 mo	26	15			1	1			7	
Terrell	40	24	16	18	5	13		40.0		5 mo	17	16			1	1			5	
Draper	18	13	5	1		1		40.0		3 mo	5	5			1	1			3	
Valley	82	48	34	34	19	15	45			9 mo	38	38		1		1			9	
Roberts	55	31	24	31	23	8		40.0		5 mo	20	20			1	1			5	

Statistical Report of the School Districts in Carbon County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Willow Creek	50	25	25	19	10	9	.....	45.0	.....	5 mo	23	23	.....	....	1	1	....	....	5	....
New Prospect	25	11	14	3	1	2	.....	40.0	.....	3 mo	13	12	.....	....	1	1	....	....	3	11
Youst N.	29	18	11	.....	.....	.....	.....	45.0	.....	9 mo	29	20	.....	....	1	1	....	....	9	....
Sweet Grass (Joint)	17	8	9	9	4	5	.....	40.0	.....	3 mo	5	5	.....	....	1	1	....	....	3	....
Carbonado	80	42	38	19	11	8	60	.....	.....	7 mo	58	45	.....	1	....	1	....	....	7	15
Vaughn	22	13	9	9	4	5	.....	45.0	.....	4 mo	8	8	.....	....	1	1	....	....	3	....
Gebo	89	46	43	39	23	16	62.5	62.5	.....	8 mo	38	36	.....	1	1	2	....	....	9	....
Hines	74	42	32	3	.....	3	.....	40.0	.....	3 mo	39	36	.....	....	1	1	....	....	5	18
Rockvale	42	21	21	22	10	12	.....	40.0	.....	6 mo	22	20	.....	....	1	1	....	....	5	11
Paradise Valley	44	17	27	13	6	7	50	.....	.....	4 mo	18	18	.....	1	....	1	....	....	3	18
Silver Tip	31	16	15	15	9	6	.....	40.0	.....	2 mo	9	9	.....	....	1	1	....	....	3	....
Golden	16	7	9	11	6	5	.....	40.0	.....	3 mo	5	5	.....	....	1	1	....	....	4	....
Morris	38	21	17	20	7	13	40	.....	.....	4 mo	18	10	.....	1	....	1	....	....	4	....
Elbow	35	16	19	32	16	16	.....	40.0	.....	5 mo	19	18	.....	....	1	1	....	....	4	....
Bailey	25	14	11	14	6	8	40	.....	.....	4 mo	16	15	.....	1	....	1	....	....	4	9
White Bird (Joint)	46	21	25	14	8	6	.....	50.0	.....	3 mo	16	12	.....	....	1	1	....	....	3	....
Flaherty Flat (Joint	23	15	9	9	3	6	.....	40.0	.....	4 mo	11	11	.....	....	1	1	....	....	4	....
Brockway	37	26	11	11	4	7	.....	40.0	.....	3 mo	17	19	.....	....	1	1	....	....	3	....
West Rose Bud	20	14	6	11	5	6	.....	40.0	.....	3 mo	6	2	.....	....	1	1	....	....	3	....
Bundy	14	9	5	7	2	5	.....	40.0	.....	3 mo	9	7	.....	....	1	1	....	....	3	....
Oklahoma	38	19	19	23	12	11	.....	40.0	.....	3 mo	16	16	.....	....	1	1	....	....	3	....
Blue Water	12	5	7	3	3	.....	.....	40.0	.....	3 mo	5	5	.....	....	1	1	....	....	3	....
Totals	2,419	1,301	1,118	1,108	632	476	58.35	43.16	.....	.....	1,095	1,011	.....	10	56	56	....	....	5.00	....

Statistical Report of the School Districts in Carbon County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total No. Days Attendance	Total Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Red Lodge	5	524		62,795.5	348	4624.5					359.64	93.62	9	2	389	450		1		1	2	$14,000
Parker		22		2.242	102	95		*			19	96	6	1			1				1	150
Sage Creek	1	25		1,032	13	210					18	83	3	2			1				1	637
Bridger		106										84	9	1				1	1		2	
Wilsey		26		1,184	19	259						89	7	1				1			1	
Clark	1	20										78	3	2				1			1	
Joliet		36	3,574					*			22	90	5	1				1			1	150
Ellis	1	21	1,396								13	89	5	1				1			1	701
Rock Creek		24		1,002	15	111					18	90	3	1			1				1	
Volney		27	875	875	18						20		3	1			1				1	
Butcher		17									10.6	79	3	2			1				1	
Stillwater		18	2,694	2,694	13	186						94	8	1			1				1	100
Excelsior		30	3,374	3,374		226						93	6	1			1				1	100
Grove Creek		15				82						90	6	1			1				1	100
Absarokee		7									7		9	1			1				1	750
Rose Bud		26				180					20		4	1			1				1	
Town		25									22		5	1				1			1	
Nye City	1	18	1,800								18		5	1	1	4		1			1	175
Provinse		37	4,823	4,823		257						93	7	1				1			1	175
Terrell		20											5	1				1			1	
Draper		10											3	1			1				1	100
Valley		52											9	2				1			1	1,200
Roberts		26											5	2	21	15	1				1	91

Statistical Report of the School Districts in Carbon County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Counted	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendents	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Willow Creek	1	11	547								6		5	1			1				1	
New Prospect		19	911	911	6	218.5					13	81	3	1			1				1	200
Youst		29											9	2				1			1	500
Sweet Grass		17											3	1			1				1	
Carbonado	1	45	4648.5								31		7	1	16	11		1			1	150
Vaughn		13		604.5		83½					10		3	1			1				1	
Gebo	2	13	6,021		11						68		8	1						1	1	1,550
Hines		37		2,732		435.5					26	81	6	1			1				1	200
Rockvale		25				135							6	1				1			1	
Paradise Valley		33				405							4	1				1			1	1,100
Silver Tip		13				44							3	1				1			1	1,005
Golden		12									8	87	4	1				1			1	300
Morris		34	1,852			200					23	90	4	2	36	18		1			1	700
Elbow	1	27		1,171.75		333					21	78	4	1	12	2		1			1	825
Bailey	1	22				143						85	4	1				1			1	150
White Bird		26	1,135			112					21	84	3	1	1	4.50		1			1	
Flaherty Flat		9											4	1			1				1	40
Brockway		11										84	3	1				1			1	550
West Rose Bud		5	279									80	3	2			1				1	100
Bundy		18	540								11		3	1			1				1	120
Oklahoma		18											3	1				1			1	30
Blue Water		9	442	442		21						96	3	1			1				1	
Totals		1,577	35,191	85,882	545	7,481		2			785.24	87	225	54	476	504 50	21	23	1	2	47	$26,019

*Voted.

Financial Report of the School Districts in Cascade County, Montana, for the Year Ending August 31, 1902.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Great Falls	$5,599 00	$15,973 56	$6,606 00	$48,959 18	$30,000 00	$18,450 47	$554 51	$126,746 14
2	Sun River	42 41	360 88	148 50	1,032 81	.....	603 42	.....	1,584 60
3	Cascade	1,860 38	3,873 32	.....	.....	.....	.....	.....	5,733 70
4	Macumber	361 21	185 92	76 50	125 65	.....	.....	11 99	761 27
5	Chestnut Valley	28 24	154 36	.....	542 55	.....	.....	.....	725 15
6	Truly	87 69	493 49	81 00	.....	.....	.....	.....	662 18
7	Sand Coulee	1,213 61	1,967 00	2,370 66	635 22	.....	.....	.....	6,186 49
8	Lower Belt	83 80	97 55	69 75	.....	.....	.....	.....	251 10
9	Little Belt	121 40	663 51	.....	.....	.....	.....	40 00	1,824 91
10	Armington	500 70	1,265 55	.....	.....	.....	.....	.....	1,766 25
11	Otter Creek	574 30	948 33	.....	.....	.....	.....	371 00	1,893 63
12	Kibbey	312 88	301 00	.....	.....	.....	.....	138 99	752 87
14	Evans	634 23	927 15	.....	.....	.....	.....	.....	1,561 38
15	Millegan	155 01	177 51	.....	418 92	.....	.....	.....	751 44
16	Travis	.....	115 77	.....	516 08	.....	.....	.....	631 85
17	Sun River Bench	.....	516 08	.....	.....	.....	.....	.....	516 08
18	Nason	235 73	108 50	10 20	105 66	.....	.....	130 85	590 94
19	Red Butte	28 60	115 77	.....	.....	.....	.....	155 63	300 00
20	Upper Otter Creek	92 50	131 23	.....	.....	600 00	.....	110 00	933 73
21	Houskin	305 10	207 78	85 50	159 91	.....	.....	.....	758 29
22	Betts	78 00	122 32	.....	.....	.....	.....	163 83	364 15
23	Monarch	8 74	397 08	.....	.....	.....	.....	.....	405 82
24	Mid Canon	69 86	217 36	.....	.....	.....	.....	22 50	309 72
25	Ross	366 09	311 53	.....	.....	.....	.....	.....	677 62

Financial Report of School Districts in Cascade County, Montana—Continued.

No. of Each District	COUNTY	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to County During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
26	Eden	20 31	142 16	58 50	172 86				393 83
27	Neil Creek	160 75	239 25					10 00	410 00
28	Bird Creek		270 13		409 30				679 43
29	Belt	1,178 65	4,265 04	1,755 00	3,550 15				10,748 84
30	Arrow Creek	118 25	686 10						804 35
31	Fleming	33 08	200 67	64 15	25 45				323 35
32	Hardy	154 88	509 90						664 78
33	Orr	99 32	109 36	45 00	275 03				528 71
34	Cameron	17 07	162 07					75 00	254 14
35	Neihart	2,002 62	1,252 17	515 25	2,420 04	3,033 33			9,223 41
36	Belt Park	15 09	244 91						260 00
37	Yule	35 00	69 59					45 41	150 00
38	Barker	142 45	293 38		44 16			42 50	522 49
39	Hepler		130 70	100 00					230 70
40	Gibson		42 31			500 00		107 69	650 00
41	Swan	179 98	452 57						632 55
42	Boston Coulee	218 72	177 51		111 89				508 12
43	Willow Creek	45 03	115 00	65 25	115 09			57 07	397 44
44	Adell	45 03	115 77		393 70				509 47
45	Cooney		354 04						354 04
46	Burlingame	71 17	114 83	47 25	52 63				285 88
47	Century	21 45	129 30	40 50	224 98	700 00			1,116 23
	Totals	$17,273 30	$39,709 31	$12,139 01	$60,291 26	$34,833 33	$19,053 89	$2,036 97	$185,337 07

Financial Report of the School Districts in Cascade County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Great Falls	$46,163 85	$629 60	$643 28	$9,326 14	$778 24	$10,780 00	$9,540 00	$48,885 03	$126,746 14
2	Sun River	1,315 00	.....	.....	12 50	115 50	.....	.....	141 60	1,584 60
3	Cascade	1,737 50	.....	37 50	1,330 46	211 35	.....	.....	2,416 89	5,733 70
4	Macumber	303 75	.....	.....	112 43	12 75	.....	.....	332 34	761 27
5	Chestnut Valley	350 00	.....	.....	203 60	32 50	.....	.....	139 05	725 15
6	Truly	400 50	.....	26 50	.....	57 30	.....	.....	177 88	662 18
7	Sand Coulee	5,100 00	.....	197 55	336 09	552 85	.....	.....	.....	6,186 49
8	Lower Belt	200 00	.....	.....	.....	10 00	.....	.....	41 10	251 10
9	Little Belt	400 00	.....	28 47	.....	41 20	.....	.....	355 24	824 91
10	Armington	1,034 75	.....	4 60	265 38	47 60	.....	.....	413 92	1,766 25
11	Otter Creek	1,132 50	49 78	33 60	.....	132 55	.....	.....	545 20	1,893 63
12	Kibbey	425 00	.....	.....	.....	111 19	.....	.....	216 68	752 87
14	Evans	808 50	.....	.....	60 50	50 95	.....	.....	641 43	1,561 38
15	Millegan	500 00	.....	.....	53 75	.....	.....	.....	197 69	751 44
16	Travis	300 00	15 00	.....	.....	50 00	.....	.....	266 85	631 85
17	Sun River Bench	150 00	.....	.....	.....	.....	.....	.....	366 08	516 08
18	Nason	250 00	88 75	2 50	108 23	24 82	.....	.....	116 64	590 94
19	Red Butte	200 00	.....	.....	20 00	25 00	.....	.....	50 00	300 00
20	Upper Otter Creek	212 50	.....	50	600 00	16 5	.....	.....	104 16	933 73
21	Houskin	200 00	3 25	.....	.....	38 50	.....	.....	516 54	758 29
22	Betts	250 00	.....	58 40	23 50	32 2	.....	.....	.....	364 15
23	Monarch	275 00	10 00	32 93	9 50	29 7	.....	.....	48 64	405 82
24	Mid Canon	200 00	.....	.....	69 92	.....	.....	.....	39 80	309 72
25	Ross	400 00	10 00	.....	7 25	5 95	.....	.....	254 42	677 62

Financial Report of the School Districts in Cascade County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
26	Eden	300 00	16 00	.....	65 25	.....	.....	.....	12 58	393 83
27	Neil Creek	400 00	10 00	.....	.....	.....	.....	.....	.....	410 00
28	Bird Creek	350 00	10 00	.....	.....	30 00	.....	.....	289 43	679 43
29	Belt	6,787 50	56 82	125 27	347 35	1,180 80	600 00	.....	1,651 10	10,748 84
30	Arrow Creek	420 00	10 00	.....	112 50	.....	.....	.....	261 85	804 35
31	Fleming	250 00	11 45	.....	.....	21 60	.....	.....	32 30	323 35
32	Hardy	245 00	.....	.....	.....	32 25	.....	.....	387 53	664 78
33	Orr	270 00	44	28 53	.....	14 16	.....	.....	215 58	528 71
34	Cameron	200 00	.....	.....	20 14	34 00	.....	.....	.....	254 14
35	Neihart	2,750 00	15 00	15 00	241 50	653 23	500 00	415 32	4,633 36	9,223 41
36	Belt Park	250 00	10 00	.....	.....	.....	.....	.....	.....	260 00
37	Yule	150 00	.....	.....	.....	.....	.....	.....	.....	150 00
38	Barker	480 00	10 00	.....	.....	.....	.....	.....	32 49	522 49
39	Hepler	200 00	12 00	.....	.....	.....	.....	.....	18 70	230 70
40	Gibson	150 00	.....	.....	500 00	.....	.....	.....	.....	650 00
41	Swan	350 00	20 00	32 45	122 62	14 50	.....	.....	92 98	632 55
42	Boston Coulee	300 00	.....	90	46 50	.....	.....	.....	160 72	508 12
43	Willow Creek	200 00	.....	24 75	7 35	4 60	.....	.....	160 74	397 44
44	Adell	400 00	.....	.....	109 47	.....	.....	.....	.....	509 47
45	Cooney	150 00	10 00	172 49	.....	21 55	.....	.....	.....	354 04
46	Burlingame	150 00	.....	1 05	12 40	4 40	.....	.....	118 03	285 88
47	Century	350 00	.....	59 65	535 48	46 05	.....	21 00	104 05	1,116 23
	Totals	$77,411 35	$1,006 09	$1,525 92	$14,659 81	$4,433 96	$11,880 00	$9,976 32	$64,443 62	$185,337 07

Statistical Report of the School Districts in Cascade County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education: 1. No. of Children between 8 and 14 years of age residing in the District August 31, 1902	2. No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1902	3. No. of such Children who attended Private Schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Great Falls	3,204	1,525	1,679	1,635	808	827	85	80	.....	9½	1,429	1,225	15	4	47	51	1	15	9	10
Sun River	58	30	28	32	17	15	65	45	.....	8	25	17	2	1	2	3	1	2	8	....
Cascade	272	123	149	78	38	40	.....	57	1	30½	132	114	3	....	5	5	1	3	30	10
Macumber	28	11	17	12	7	5	45	43	.....	6¾	15	12	.....	1	1	2	....	....	6	15
Chestnut Valley	20	12	8	19	9	10	.....	50	.....	7	8	5	.....	....	1	1	....	....	7	....
Truly	63	31	32	26	14	12	.....	50	.....	9	28	21	.....	....	2	2	....	....	9	....
Sand Coulee	536	263	273	431	215	216	90	70	.....	9	197	189	.....	1	6	7	....	....	9	....
Lower Belt	36	20	16	6	2	4	.....	50	.....	4	12	7	.....	....	1	1	....	....	4	....
Little Belt	34	20	14	19	11	8	50	50	1	8	15	12	.....	1	1	2	....	....	8	....
Armington	95	54	41	67	39	28	75	50	.....	16	32	24	2	2	2	4	1	2	16	11
Otter Creek	99	50	49	71	41	30	50	50	.....	22	43	36	.....	1	1	2	....	....	22	11
Kibbey	40	18	22	11	5	6	60	60	.....	7	18	17	.....	1	....	1	....	....	7	....
Evans	77	46	31	38	14	24	70	.....	.....	11	35	30	.....	1	....	1	....	....	11	....
Milligan	25	11	14	10	7	3	50	.....	.....	6	14	11	.....	1	....	1	....	....	6	....
Travis	14	7	7	2	.....	2	.....	50	1	6⅕	4	3	.....	....	1	1	....	....	6	4
Sun River Bench	35	18	17	16	9	7	.....	50	.....	3	18	9	.....	....	1	1	....	....	3	....
Nason	26	12	14	22	9	13	.....	50	1	5	8	3	.....	....	1	1	....	....	5	....
Red Butte	23	10	13	5	4	1	.....	50	.....	4	13	11	.....	....	1	1	....	....	4	....
Upper Otter Creek	20	10	10	16	9	7	.....	50	1	4	10	8	.....	....	1	1	....	....	4	....
Hoskin	33	14	19	11	3	8	.....	50	.....	4	17	12	.....	....	1	1	....	....	4	....
Betts	31	18	13	13	7	6	.....	50	.....	5	17	9	.....	....	1	1	....	....	5	....
Monarch	18	5	13	10	7	3	60	.....	.....	5½	6	6	.....	1	....	1	....	....	5	10
Mid Canon	10	4	6	2	2	.....	.....	40	.....	4	5	4	1	....	1	1	1	1	4	....
Ross	35	18	17	4	1	3	.....	50	.....	8	14	11	.....	....	1	1	1	....	8	....

Statistical Report of the School Districts in Cascade County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of School Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Boston Coulee	30	12	18	15	6	9	.....	50	.....	6	11	9	.....	....	1	1	1	....	6	....
Neil Creek	41	23	18	22	14	8	.....	50	.....	8	9	7	.....	....	1	1	1	....	8	....
Birch Creek	31	20	11	10	4	6	.....	50	.....	7	9	9	.....	....	1	1	1	....	7	....
Belt	796	394	402	437	293	144	88⅓	74⅔	.....	9	336	298	.....	3	7	10	....	....	9	....
Arrow Creek	40	18	22	13	7	6	60	.....	.....	5	15	8	.....	1	....	1	....	....	5	....
Fleming	33	19	14	12	8	4	.....	50	.....	5	12	12	.....	....	1	1	....	....	5	....
Hardy	22	16	6	7	2	5	.....	50	.....	6	7	5	.....	....	1	1	....	....	6	....
Orr	24	16	8	16	7	9	.....	45	.....	5½	7	7	.....	....	1	1	....	....	5	10
Cameron	18	11	7	3	2	1	.....	50	.....	4	3	3	.....	....	1	1	....	....	4	....
Neihart	197	105	92	127	73	54	125	75	.....	30	83	79	.....	1	2	3	....	....	30	....
Belt Park	36	12	24	8	3	5	.....	50	.....	5	18	16	.....	....	1	1	....	....	5	....
Yule	13	6	7	2	1	1	.....	50	.....	31	7	5	.....	....	1	1	....	....	3	....
Barker	26	14	12	7	4	3	60	.....	.....	8	12	9	.....	1	....	1	....	....	8	....
Hepler	17	9	8	2	1	1	.....	50	.....	4	7	7	.....	....	1	1	....	....	4	....
Gibson	17	12	5	4	2	2	.....	50	.....	3	10	10	.....	....	1	1	....	....	3	....
Swan	39	20	19	12	6	6	.....	50	.....	6	18	15	.....	....	1	1	....	....	6	....
Boston	31	14	17	14	9	5	55	.....	.....	6	11	9	.....	1	....	1	....	....	6	....
Willow	35	21	14	15	7	8	.....	50	.....	4	15	12	.....	....	1	1	....	....	4	....
Addell	14	8	6	5	3	2	50	.....	1	8	5	5	1	1	....	1	1	1	8	....
Cooney	45	25	20	34	11	23	.....	45	1	3	20	14	.....	....	1	1	....	....	3	....
Burlingame	20	8	12	29	17	12	50	.....	.....	3	7	5	.....	1	....	1	....	....	3	....
Century	17	9	8	7	4	3	50	50	1	7	10	10	1	1	....	1	1	1	7	....
Totals	6,374	3,122	3,252	3,357	1,762	1,595	72.42	52.21	8	349	2,746	2,350	25	25	101	126	7	2	1.43	....

Statistical Report of the School Districts in Cascade County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. expended for Text Books, year end Aug. 31, 1902.	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Great Falls	45	2,215	313,829.5	....	264	91,515	....	....	280	....	1713.2	80	9½	44	500	$400	....	3	1	5	9	$175,500
Sun River	1	57	6,226	....	88	2,894	....	....	....	....	38	77	8	2	25	25	....	1	1	....	2	3,000
Cascade	2	103	38,430	....	96	24,400	....	....	....	....	142	75	30	2	30	50	2	2	1	....	5	2,000
Macumber	1	19	1,314	....	24	1,180	....	....	....	....	12	70	6¾	1	61	35	....	1	....	....	1	400
Chestnut Valley	....	10	752.5	....	14	6,475	..	....	....	....	5	60	7	1	350	450	....	1	....	....	1	525
Truly	1	31	2,780	....	36	2,880	....	....	....	....	21	65	9	2	13	15	1	1	....	....	2	325
Sand Coulee	1	469	52,970	....	85	33,790	....	....	....	....	389	75	9	1	10	25	....	1	....	1	2	4,000
Lower Belt	....	12	534.5	....	24	214	....	....	....	....	7	60	4	2	10	30	....	1	....	....	1	200
Little Belt	1	45	725	....	16	3,775	....	....	....	....	12	78	8	1	10	40	....	2	....	....	2	700
Armington	2	58	14,774	....	80	662	....	....	....	....	44	80	16	1	40	50	1	1	....	....	2	2,000
Otter Creek	5	78	26,501	....	75	8,833	....	....	....	....	57	75	22	1	60	50	4	....	....	....	4	1,500
Kibbey	1	17	1,785	....	22	595	....	....	....	....	17	82	7	1	20	15	....	1	....	....	1	1,000
Evans	....	44	7,623	....	36	2,541	....	....	....	....	30	80	11	1	10	10	....	1	....	....	1	1,120
Milligan	1	21	3,115	....	27	1,085	....	....	....	....	15	70	6	2	125	75	1	....	....	....	1	250
Travis	1	12	714	....	15	126	....	....	....	....	3	60	6⅙	2	21	20	....	1	....	....	1	650
Sun River Bench	....	16	1,200	....	32	400	....	....	....	....	9	70	3	3	10	25	1	....	....	....	1	700
Nason	....	12	714	....	25	534	....	....	....	....	23	75	5	2	21	30	....	1	....	....	1	650
Red Butte	1	23	785	....	17	460	....	....	....	....	11	80	4	2	42	70	1	....	....	....	1	300
Upper Otter Creek	1	14	840	....	14	280	....	....	....	....	80	60	4	2	92	120	....	1	....	....	1	1,100
Hoskin	1	25	1,260	.	28	840	....	....	....	....	22	65	4	1	15	25	1	....	....	....	1	300
Betts	....	11	48.	....	12	580	....	....	....	....	9	67	5	1	15	30	....	....	....	....	....	.....
Monarch	....	15	1,090	....	60	545	....	....	....	....	16	75	5½	1	10	45	1	....	....	....	1	500
Mid Canon	....	7	517	....	16	43	....	....	....	....	14	70	4	2	20	50	1	....	....	....	1	500
Ross	1	24	2,880	....	97	960	....	....	....	....	17	80	8	2	15	10	....	1	....	....	1	100

Statistical Report of the School Districts in Cascade County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. expended for Text Books, year end Aug. 31, 1902.	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Boston Coulee		16	1,027		26	893					19	78	6	1	10	10		1			1	500
Neil Creek	1	28	3,360		38	1,120					17	80	8	2	25	15		1			1	500
Bird Creek		22	2,464		10	616					19	81	7	5	20	20		1			1	700
Belt	7	582	73,004		124	26,518					530	80	9	2	1,050	1,050		2		1	3	21,000
Arrow Creek	1	26	2,685		18	1,969					15	70	5	2	30	15		1			1	500
Fleming		31	1,836.5		46	1,233					18	62	5	1	32	30		1			1	650
Hardy		28	1,200		12	1,600					12	58	6	1	10	25	1				1	500
Orr	1	12	608		16	7,715					16	50	5½	1	10	10	1				1	250
Cameron		10	650		14	150					148	68	4	2	20	30	1				1	175
Neihart	3	179	22,596		75	9,445					24	70	30	1	150	210		1			1	6,000
Belt Park	1	31	800		20	300					11	65	5	1	20	10	1				1	500
Yule		8	225		23	75					15	70	3	1	10	15		1			1	175
Barker	1	16	1,920		42	640					11	50	8	2	15	5	1				1	500
Hepler		11	456		10	324					5	50	4	2	22	10	1				1	600
Gibson		10	450		9	150					8	60	3	1	15	20		1			1	175
Swan	1	27	1,173		17	246					12	70	6	1	25	10		1			1	500
Boston	1	22	1,851		10	789					16	72	6	1	10	15			1		1	700
Willow		16	333		22	227					8	60	4	1	15	20						
Addell		6	620		9	240					14	65	8	1	25	10		1			1	720
Cooney	1	26	1,260		18	300					21	70	3	1	30	40		1			1	800
Burlingame	1	12	578		12	142					8	50	3	1	10	10	1				1	100
Century		14	1,453.5		72	4,785					15	65	7	1	10	8		1			1	800
Totals	85	4,471	602,526		1845	228,006			280		3,567	3,173	349	122	3,089	3,183	21	34	4	7	66	$232,965

Financial Report of the School Districts in Choteau County, Montana, for the Year Ending August 31, 1902

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Fort Benton	$1,318 51	$3,202 45	.....	$4,980 15	.....	.....	$45 02	$9,546 13
2	Upper Highwood	414 98	665 85	.....	183 42	.....	.....	.....	1,264 25
3	Lower Shonkin	1 07	204 35	.....	.....	.....	.....	.....	205 42
4	Highwood	65 70	172 50	.....	61 02	.....	.....	.....	299 22
5	Teton	170 67	308 30	.....	264 35	.....	.....	.....	743 32
6	Teton	17 83	.....	.....	.....	.....	.....	.....	.....
7	Marias	4 14	268 40	.....	326 23	.....	.....	.....	598 77
8	Upper Shonkin	551 57	409 25	.....	107 98	.....	.....	.....	1,068 80
9	Lower Highwood	467 42	219 15	.....	.....	.....	.....	.....	686 57
10	Chinook	1,960 98	2,255 85	.....	1,687 86	.....	.....	.....	5,904 69
11	Big Sandy	349 96	483 05	.....	508 06	.....	.....	.....	1,341 07
12	Harlem	190 99	1,327 95	.....	923 26	.....	.....	.....	2,442 20
13	Box Elder	350 04	558 30	.....	.....	1,500 00	.....	3 00	2,411 34
14	Cleveland	295 78	510 20	.....	.....	.....	.....	.....	805 98
15	Eagle Creek	578 47	247 25	.....	.....	.....	.....	.....	825 72
16	Havre	15 77	3,416 80	812 25	2,252 04	.....	.....	329 20	6,826 06
17	Paradise Valley	1,474 06	309 05	.....	174 23	.....	.....	.....	1,957 34
18	Clear Creek	749 58	618 85	.....	354 67	.....	.....	.....	1,723 10
19	Phillips	48 75	.....	.....	.....	.....	.....	.....	.....
20	Teton	157 06	236 00	.....	33 17	.....	.....	.....	426 23
21	Coberg	165 44	215 40	.....	508 88	.....	.....	.....	889 72

Financial Report of the School Districts in Choteau County, Montana—Continued

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
22	Gold Butte	15 82	661 35	.....	385 10	.....	.....	.....	1,062 27
23	Landusky	246 44	507 95	.....	459 62	.....	.....	.....	1,214 01
24	Lloyd	474 10	274 34	.....	.....	.....	.....	.....	748 44
25	Cypress	96 90	179 25	.....	.....	.....	.....	.....	276 15
26	Warrick	217 00	426 85	.....	122 74	.....	.....	.....	766 59
27	Whitlash	733 95	342 95	.....	.....	.....	.....	.....	1,076 90
28	Highwood	9 71	168 20	.....	154 53	.....	.....	.....	332 44
29	East Chinook	16 73	273 65	.....	327 34	.....	.....	.....	617 72
30	Wagner	255 45	323 85	.....	.....	.....	.....	.....	579 30
31	Marias	93 73	233 00	.....	51 37	.....	.....	.....	378 10
32	Marias	13 45	143 10	.....	253 88	.....	.....	.....	410 43
33	Chester	4 55	250 60	.....	669 17	.....	.....	.....	924 32
34	Maddux	99 75	503 75	.....	.....	.....	.....	.....	603 50
35	Montauk	76 10	115 75	.....	189 06	.....	.....	.....	380 91
36	Yantic	69 00	194 60	.....	279 99	.....	.....	.....	543 59
37	Madras	.....	151 06	.....	.....	.....	.....	.....	151 06
....	Joint with Cascade and Choteau	.....	.....	.....	.....	.....	.....	.....	.....
....	Joint with Fergus and Choteau	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	$11,704 87	$20,379 20	$812 35	$15,258 12	$1,500 00	.....	$377 22	$50,031 66

Financial Report of the School Districts in Choteau County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Fort Benton	$3,765 00	$50 00	$718 95	$463 97	$1,091 41	$1,000 00	$225 00	$2,231 80	$9,546 13
2	Upper Highwood	575 50	23 25	.....	4 00	133 35	.....	.....	528 15	1,264 25
3	Lower Shonkin	120 00	.....	.....	.....	61 10	.....	.....	24 32	205 42
4	Highwood	150 00	6 50	.....	.....	.....	.....	.....	142 72	299 22
5	Teton	360 00	.....	.....	33 00	101 95	.....	.....	248 37	743 32
6	Teton	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Marias	200 00	.....	.....	.....	60 67	.....	.....	338 10	598 77
8	Upper Shonkin	423 75	.....	21 60	.....	85 62	.....	.....	537 83	1,068 80
9	Lower Highwood	341 00	.....	.....	5 00	24 00	.....	.....	316 57	686 57
10	Chinook	3,150 00	62 56	78 10	117 05	861 47	.....	.....	1,645 51	5,904 69
11	Big Sandy	550 00	12 75	2 25	183 60	23 00	.....	.....	569 47	1,341 07
12	Harlem	1,260 00	51 60	80 40	172 35	394 74	.....	.....	483 11	2,442 20
13	Box Elder	480 00	.....	.....	960 00	148 76	.....	.....	822 58	2,411 34
14	Cleveland	432 50	18 51	63 30	12 00	107 19	.....	.....	172 48	805 98
15	Eagle Creek	200 00	.....	.....	.....	32 00	.....	.....	593 72	825 72
16	Havre	3,481 25	97 18	643 88	1,404 55	623 10	.....	300 50	275 60	6,826 06
17	Paradise Valley	450 00	11 00	.....	992 10	109 00	.....	.....	395 24	1,957 34
18	Clear Creek	697 50	26 40	7 18	21 35	57 40	.....	.....	913 27	1,723 10
19	Phillips	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Teton	300 00	.....	5 20	16 00	11 10	.....	.....	93 93	426 23
21	Coberg	350 00	.....	.....	1 50	66 45	.....	.....	471 77	889 72

Financial Report of the School Districts in Choteau County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
22	Gold Butte	500 00	23 08	.....	137 25	45 50	.....	.....	356 44	1,062 27
23	Landusky	400 00	17 00	1 85	127 35	60 30	.....	.....	607 51	1,214 01
24	Lloyd	200 00	2 50	12 65	.....	410 55	.....	.....	122 74	748 44
25	Cypress	225 00	.....	4 25	10 00	25 40	.....	.....	11 50	276 15
26	Warrick	250 00	14 98	8 28	91 95	29 50	.....	.....	371 88	766 59
27	Whitlash	300 00	12 00	.....	30 00	19 60	.....	.....	715 30	1,076 90
28	Highwood	200 00	.....	.....	66 34	11 95	.....	.....	54 15	322 44
29	East Chinook	300 00	2 61	.....	315 11	.....	.....	.....	.....	617 72
30	Wagner	390 35	26 00	.....	.....	31 80	.....	.....	131 15	579 30
31	Marias	353 50	6 15	.....	2 50	12 00	.....	.....	3 95	378 10
32	Marias	250 00	4 86	.....	9 95	12 40	.....	.....	133 22	410 43
33	Chester	243 00	.....	11 00	183 45	71 25	.....	.....	415 62	924 32
34	Maddux	482 50	17 00	.....	.....	10 70	.....	.....	90 80	603 50
35	Montauk	250 00	.....	2 50	118 37	.....	.....	.....	12 54	380 91
36	Yantic	192 00	6 80	.....	.....	135 70	.....	.....	209 09	543 59
37	Madras	135 00	.....	.....	.....	.....	.....	.....	16 06	151 06
	Joint Cascade and Choteau	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Joint Fergus and Choteau	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	$21,947 85	$492 73	$1,661 39	$5,478 74	$4,869 06	$1,000 00	$525 50	$14,056 49	$50,031 66

Statistical Report of the School Districts in Choteau County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Fort Benton	261	142	119	91	36	51	107½	70		1,2,2,1,5	124	58	3	2	3	5			9	
Upper Highwood	52	25	27	17	11	6	60	65		1	25	24			1	1			9	
Lower Shonkin	12	5	7	1		1	60			1	2	2							2	
Highwood	17	5	12	9	3	6		50		1	6				1	1			2	
Teton	30	18	12	9	5	4		60		2	13	12			1	1			6	
Teton, abandoned	20	9	11																	
Marias	26	16	10	10	2	8		50		2	15	8			1	1			5	
Upper Shonkin	22	14	8	6	3	3		50		1	13	13			1	1			9	9
Lower Highwood	16	10	6	5	3	2		55		1	7	7			1	1			6	3
Chinook	199	97	102	46	25	21	133⅓	70		3,2,2,1	88	88		1	3	4			9	
Big Sandy	41	19	22	23	12	21		55	1	1	27	27			2	2			9	10
Harlem	97	55	42	46	20	26		70		2	56	40			2	2			9	
Box Elder	39	26	13	17	5	12		60	1	3	17	17			1	1			8	
Cleveland	40	21	19	25	11	14		50		1	14	14			1	1			7	
Eagle Creek	29	14	15	1		1		50		1	14	7	4		1	1			4	
Havre	471	237	234	197	106	91	120	77		3,4,1,7		82		1	3	4			10	
Paradise Valley	27	14	13	17	9	8		45	1	1	12	7			1	1			11	
Clear Creek	58	25	23	14	8	6		45		1,1,1,2	23	13	3		3	3			13	
Phillips, abandoned																				
Teton	14	5	9				50			1	1	1		1		1			6	

Statistical Report of the School Districts in Choteau County, Montana.—Continued.

DISTRICT	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the County Aug. 31, 1902	2: No. of such children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1902	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Coberg	18	8	10	11	3	8	.....	50	.....	1	11	9	.....	....	1	1	....	....	7	15
Gold Butte	59	29	30	29	11	18	.....	50	.....	1	20	20	.....	....	2	2	....	....	10	....
Landusky	30	18	12	21	9	12	.....	50	.....	1	11	10	1	....	1	1	....	....	7	14
Lloyd	10	7	3	3	2	1	.....	50	.....	1	5	5	.....	....	1	1	....	....	4	....
Cypress	20	13	7	11	7	4	.....	45	.....	1	7	7	.....	....	....	....	....	....	2	....
Warrick	37	19	18	13	6	7	50	.....	.....	1	16	12	.....	1	....	1	....	....	5	10
Whitlash	30	12	18	10	5	5	.....	70	.....	1	14	7	.....	....	1	1	....	....	7	....
Highwood	14	6	8	.....	.....	.....	.....	50	.....	1	4	4	.....	....	1	1	....	....	4	....
East Chinook	29	16	13	4	7	4	.....	50	.....	2	16	16	.....	....	1	1	....	....	6	....
Wagner	38	18	20	5	3	2	.....	50	.....	1	17	15	.....	....	1	1	....	....	7	15
Marias	18	6	12	6	2	4	.....	50	.....	1	10	9	1	....	1	1	....	....	7	6
Marias	17	9	8	12	5	7	.....	50	.....	1	9	2	.....	....	1	1	....	....	5	....
Chester	32	20	12	12	8	4	.....	45	.....	1	13	13	.....	....	1	1	....	....	5	6
Maddux	25	16	9	19	10	9	.....	50	1	1	11	11	.....	....	1	1	....	....	8	15
Montauk	21	13	8	10	5	5	.....	50	1	1	14	9	.....	....	1	1	....	....	5	....
Yantic	24	11	13	1	1	.....	.....	45	.....	1	11	10	1	....	1	1	....	....	4	10
Madras	15	5	10	3	2	1	.....	45	1	1	7	6	.....	....	1	1	....	....	3	....
Joint with Cascade	20	9	11	5	4	1	.....	50	.....	2	9	8	.....	....	1	1	....	....	5	....
Joint with Fergus	17	5	12	7	4	3	.....	50	1	1	8	8	.....	....	1	1	....	....	3	....
Totals	1,845	897	938	725	353	376	93¼	53⅔	7	1½	670	601	13	7	46	53	....	....	6.50	....

Statistical Report of the School Districts in Choteau County, Montana—Continued.

DISTRICT	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Statistics on Free Text Books: Voted and Not Carried	Statistics on Free Text Books: No. of Text Books Owned by District	Statistics on Free Text Books: Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	District Libraries: Value of Library	School Houses: Log	School Houses: Frame	School Houses: Stone	School Houses: Brick	School Houses: Total	Value of School Houses, Including Site, if Any
Fort Benton		173	171	21,872	75	1,031					132	95	9	4	625	625				1	1	$46,000
Upper Highwood	1	35	173	3,330½	72	525½					17	82	9	2	28	45	1				1	600
Lower Shonkin		3	40	98½		23½					3	82	2		41	50	1				1	110
Highwood		14	38	288	26	207					7	58	2	1	6	6	1				1	200
Teton		16	718	1,736	7	88					15	95	6	1		10		1			1	600
Teton, abandoned																						
Marias		11	98	849	12	70					8	86	5	1	31	6 50	1				1	150
Upper Shonkin		21	194	2,389½							16		9½	1	60	40 00	1				1	100
Lower Highwood		9	123	799½	48	130					7	85	6	1	30	12 50	1				1	200
Chinook	4	168	175	22,385	1,176	1,668					128	93	9	1	500	400 00				1	1	10,000
Big Sandy		41	220	4,041	385	476					27	88	9	2	250	125 00		2			1	1,000
Harlem		70	161	5,546	655	693					34	89	9	1				1			1	1,500
Box Elder		29	150	2,945	10	169½			34	34.42	20	94	8	1	60	60 00		1			1	1,550
Cleveland		15	119							18.51	9			1			1				1	
Eagle Creek		9	77	783	9	13					7	98	4		30	15 00		1			1	100
Havre		199	171	22,101	524	2,670			1,000	110	134	89	10	2	430	300 00				1	1	7,000
Paradise Valley		9	190	1,294	32	278½			95		6	8	9½	1	61	29 25		1			1	920
Clear Creek	1	37	262	2,011½	96	510½					24	84	13½	3	50	25 00	3				3	150
Phillips, abandoned																						
Teton	1	4	116	432		32					39	93	6	1	4		1				1	25

Statistical Report of the School Districts in Choteau County, Montana—Continued.

DISTRICT	Number of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total Number Days Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	Number of Months of School	Number of Visits by County Superintendent	District Libraries: Number of Volumes in District Library	Value of Library	School-Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Coberg	....	18	157	1,697	82	394	....	....	.....	.....	10	81	7½	1	13	3 00	....	1	....	....	1	150
Gold Butte	....	27	96	1,520	433	348½	....	....	.....	.....	22	85	10	2	20	19 00	....	2	....	....	2	600
Landusky	....	19	157	2,983	18	190	....	....	.....	.....	11	93	7	1	29	17 00	....	1	....	....	1	800
Lloyd	....	10	78	528½	44	53½	....	....	.....	.....	6	91	4	1	37	.....	....	1	....	....	1	250
Cypress	....	11	37	228	....	63	....	....	.....	.....	9	83	2	1	.....	.....	....	1	....	....	1	.....
Warrick	....	20	103	894	6	375	....	....	.....	.....	7	63	5½	1	69	52 00	1	....	....	....	1	250
Whitlash	....	12	122	732	79	162	....	....	.....	.....	4	82	7	1	92	100 00	1	....	....	....	1	50
Highwood	....	5	80	322	....	78	....	....	.....	.....	15	85	4	1	14	10 00	1	....	....	....	1	300
East Chinook	....	20	116	1,633	24	217	....	....	.....	.....	10	88	6	1	52	.....	....	1	....	....	1	100
Wagner	1	19	141½	1,323½	92	503½	....	....	25	10	6	73	7½	1	.....	40 00	1	....	....	....	1	150
Marias	....	9	141	639	12	134	....	....	.....	.....	5	81	7⅓	1	85	11 15	1	....	....	....	1	300
Marias	....	5	99	483	11	12	....	....	.....	.....	15	97	5	1	24	16 91	....	1	....	....	1	150
Chester	1	25	92	1,652½	86	239½	....	....	.....	.....	13	85	5	1	.....	.....	....	....	....	....	....	.....
Maddux	....	33	244	1,472	23	397	....	....	.....	.....	8	80	8½	2	47	18 80	1	....	....	....	1	.....
Montauk	....	14	69	747	8	375	....	....	.....	.....	14	66	4	1	.....	.....	....	1	....	....	1	100
Yantic	....	17	78	693	....	107	....	....	.....	.....	5	90	3	1	4	6 80	....	1	....	....	1	510
Madras	....	7	58	241	16	39	....	....	.....	.....	22	93	1	1	.....	.....	....	1	....	....	1	395
Joint with Cascade	....	30	99	2,436	35	80	....	....	.....	.....	10	98	5	....	.....	.....	....	1	....	....	1	600
Joint with Fergus	....	14	57	.....	....	.....	....	....	.....	.....	....	....	....	....	.....	.....	1	....	....	....	1	70
Totals	10	1,223	4,580	113,077	4,276	12,354	5	1	1,154	262.74	785	86	243	41	2,192	2,094	17	17	....	3	37	$74,980

Financial Report of the School Districts in Custer County, Montana, for the Year Ending August 31, 1902.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Miles City	$3,823 60	$11,503 29	$7,754 16	.....	.....	.....	.....	$23,081 05
3	Valley School	151 13	548 97	.....	738 04	.....	.....	.....	1,438 14
5	Terry	308 20	471 32	66 00	.....	.....	.....	12 45	857 97
10	Pine Hills	184 01	447 57	.....	.....	.....	.....	.....	631 58
11	Alzada	380 79	523 44	.....	.....	.....	.....	137 99	1,042 22
15	Ekalaka	.....	711 54	.....	96 74	.....	.....	25 50	835 78
16	Hockett	99 85	182 02	.....	49 07	.....	.....	.....	330 94
18	Glenrock	94 61	298 07	.....	.....	.....	.....	139 06	531 74
20	Cedar	187 08	185 43	.....	.....	.....	.....	.....	372 51
21	Chalk Buttes	10 02	148 50	.....	.....	.....	.....	.....	158 52
22	Ridge	71 98	295 99	.....	.....	.....	.....	.....	367 97
25	Sadie	155 42	487 64	.....	.....	.....	.....	.....	643 06
26	Brandenburg	61 36	270 75	.....	86 64	.....	.....	.....	418 75
27	Capitol	99 52	329 01	.....	.....	.....	.....	.....	428 53
29	Stacy	.....	.....	.....	.....	.....	.....	.....	.....
30	Fallon	63 80	198 00	.....	407 88	.....	.....	.....	669 68
31	Knowlton	32 37	82 25	.....	258 67	.....	.....	.....	373 29
32	Willow Crossing	.....	244 49	.....	1,352 94	.....	.....	.....	1,597 43
	Totals	$5,723 74	$16,928 28	$7,820 16	$2,989 98	.....	.....	$317 00	$33,779 16

Financial Report of the School Districts in Custer County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Miles City	$11,079 18	$471 57	$1,491 29	$2,292 21	$2,652 34	$660 11	$698 62	$3,735 73	$23,081 05
3	Valley School	680 00	64 05	.....	362 74	45 75	.....	.....	285 60	1,438 14
5	Terry	540 00	.....	.....	104 15	49 65	.....	.....	164 17	857 97
10	Pine Hills	300 00	.....	2 25	33 01	.....	.....	.....	296 32	631 58
11	Alzada	600 00	114 00	.....	30 32	35 50	.....	.....	262 40	1,042 22
15	Ekalaka	642 50	.....	.....	.....	68 00	.....	.....	125 28	835 78
16	Hockett	200 00	.....	.....	51 00	.....	.....	.....	79 94	330 94
18	Glenrock	200 00	.....	8 85	281 20	.....	.....	.....	41 69	531 74
20	Cedar	190 00	.....	19 15	.....	23 00	.....	.....	140 36	372 51
21	Chalk Buttes	128 00	.....	.....	.....	30 00	.....	.....	52	158 52
22	Ridge	135 00	19 82	8 17	22 50	.....	.....	.....	182 48	367 97
25	Sadie	262 00	63 36	.....	3 25	29 65	.....	.....	284 80	643 06
26	Brandenburg	300 00	.....	6 25	14 55	10 00	.....	.....	87 95	418 75
27	Capitol	300 00	.....	.....	.....	52 10	.....	.....	76 43	428 53
29	Stacy	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	Fallon	300 00	10 50	11 38	20 00	.....	.....	.....	327 80	669 68
31	Knowlton	110 00	74 44	.....	.....	.....	.....	.....	188 85	373 29
32	Willow Crossing	282 50	48 92	92 00	987 57	2 50	.....	.....	183 94	1,597 43
	Totals	$16,249 18	$866 66	$1,639 34	$4,202 50	$2,998 49	$660 11	$698 62	$6,464 26	$33,779 16

Statistical Report of the School Districts in Custer County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1. No. of Children between 8 and 14 years of age residing in the District August 31, 1902	2. No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1902	3. No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Miles City	698	333	365	329	175	154	$100	$75	.....	.....	500	475	20	1	22	23	....	....	9	....
Valley School	57	33	24	17	10	7	60	50	.....	.....	33	33	4	1	1	2	....	....	12	....
Terry	43	21	22	23	16	7	.....	60	.....	2	14	14	.....	....	1	1	....	....	9	....
Pine Hills	30	18	12	7	1	6	.....	50	.....	.....	11	9	1	....	1	1	....	....	6	....
Alzada	56	36	20	18	8	10	.....	50	.....	2	18	10	8	....	2	2	....	....	12	....
Midland	94	60	34	49	24	25	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Ekalaka	109	50	59	11	4	7	80	.....	.....	2	48	40	8	1	....	1	1	8	8	5
Hockett	19	9	10	9	2	7	.....	50	.....	1	8	2	6	....	1	1	....	....	4	....
Glenrock	24	12	12	13	6	7	.....	50	1	1	18	9	6	....	1	1	....	....	4	....
Cedar	15	4	11	10	4	6	.....	40	.....	1	9	7	1	....	1	1	....	....	4	15
Chalk Buttes	13	3	10	8	4	4	.....	50	.....	1	5	5	.....	....	1	1	....	....	2	15
Ridge	21	10	11	11	7	4	.....	45	.....	1	8	8	.....	....	1	1	....	....	3	....
Sadie	27	19	8	6	4	2	50	.....	.....	2	12	8	.....	1	....	1	....	....	7	....
Brandenburg	30	15	15	24	18	6	.....	50	.....	1	22	22	.....	....	1	1	....	....	6	....
Capitol	46	17	29	12	7	5	.....	50	1	1	16	16	.....	....	1	1	....	....	5	17
Stacy	34	15	19	15	11	4	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Fallon	28	24	4	8	4	4	.....	50	.....	3	20	4	.....	....	1	1	....	....	6	....
Knowlton	16	9	7	7	3	4	.....	55	1	1	6	6	.....	....	1	1	....	....	2	15
Willow Crossing	27	14	13	17	8	9	.....	50	1	1	11	8	1	....	1	1	....	....	6	....
Totals	1,387	702	685	594	316	278	72.50	57.66	4	20	749	671	55	4	37	41	1	8	6.31	....

Statistical Report of the School Districts in Custer County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number of Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books owned by District	Total Amt. expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Miles City	12	586	72,317							$400	426		9	30	1,600	1,000				2	2	$27,000
Valley Schol	2	28	320			6			150	33	14		12	2	200	165		1			1	850
Terry	1	25	3,001		4				75		16		9	2	520	192		1			1	1,700
Pine Hills		16	1,500	1,561	2						14	87	6	2	257	110		1			1	550
Alzada	2	22	2,470		8						21	95	12	4	125	225		2			1	1,600
Midland																						
Ekalaka	2	60	4,160	4,160	13	10					25	50	8	2	216	225		1			1	1,300
Hockett		10	677	677	2	2					10		4	1	20	10	1				1	200
Glenrock	1	9	362	362	1						7	75	4	2	20	45		1			1	205
Cedar	1	8	209		1						6	75	4		1	10	1				1	75
Chalk Buttes		5	275	275							5	100	2	2	12	20	1				1	50
Ridge	1	13	622	622	1						9	75	3	1	72	50	1				1	50
Sadie	1	9	935	935	3						9		7	1	195	75	1				1	275
Brandenburg	1	24	1,800	1,800	3						15	60	6	2	100	70	1					
Capitol		31	2,041	2,041	3						17	55	6	2	69	36	1	1			2	1,000
Stacy																						
Fallon		5	120	120		4					4	80	6	2	21	12	1				1	40
Knowlton		6	275	275	1						5	80	2	1	18	16	1				1	75
Willow Crossing		11	1,073	1,073	4				75	29	8	80	6	2	137	50	1	1			1	1,600
Totals	24	868	92,157	14,001	46	22			300	462	611	47	106	57	3,583	2,311	10	9		2	21	$36,570

Financial Report of the School Districts in Dawson County, Montana, for the Year Ending Aug. 31, 1902.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Glendive	$1,662 74	$4,081 44	.....	$3,718 25	.....	.....	$200 00	$9,662 43
2	Belle Prairie	347 89	189 59	.....	.....	.....	.....	.....	537 48
3	Deer Creek	1,077 44	227 51	.....	.....	.....	.....	.....	1,304 95
4	Newlon	379 56	303 34	.....	.....	.....	.....	.....	682 90
5	Sidney	174 93	366 54	.....	.....	.....	.....	.....	541 47
6	Wibaux	815 30	950 30	.....	942 90	.....	.....	.....	2,708 50
7	Tokna	571 73	139 04	.....	.....	.....	.....	.....	710 77
8	Hodges	11 58	176 96	.....	.....	.....	.....	.....	188 54
9	Bryans Plain	69 84	214 88	.....	.....	.....	.....	.....	284 72
10	Bad Route	120 94	290 70	.....	.....	.....	.....	.....	411 64
11	Burns Creek	686 01	467 67	.....	.....	.....	.....	.....	1,153 68
12	Ridgelawn	167 44	449 77	.....	180 04	.....	.....	.....	797 25
13	Hay Creek	59 36	151 68	.....	.....	.....	.....	.....	211 04
14	Ferry	.....	139 04	.....	.....	.....	.....	.....	139 04
15	Bawden	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	$6,144 76	$8,148 46	.....	$4,841 19	.....	.....	$200 00	$19,334 41

Financial Report of the School Districts in Dawson County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Glendive	$4,530 00	.....	$224 63	$2,698 85	$1,017 74	.....	$180 00	$1,235 84	$9,662 43
2	Belle Prairie	3,323 25	.....	.....	.....	51 05	.....	.....	163 18	537 48
3	Deer Creek	740 00	.....	.....	.....	83 58	.....	.....	751 37	1,304 95
4	Newlon	400 00	.....	37 57	75 31	22 88	.....	.....	147 14	682 90
5	Sidney	270 00	.....	46 80	.....	6 30	.....	.....	218 37	541 47
6	Wibaux	990 00	.....	44 72	143 35	328 72	.....	.....	1,201 71	2,708 50
7	Tokna	280 00	.....	.....	17 00	14 95	.....	.....	398 82	710 77
8	Hodges	180 00	.....	.....	.....	.....	.....	.....	8 54	188 54
9	Bryans Plain	240 00	.....	.....	.....	8 00	.....	.....	36 72	284 72
10	Bad Route	245 00	.....	.....	39 85	.....	.....	.....	72 79	411 64
11	Burns Creek	569 25	11 55	2 85	68 61	68 87	.....	.....	432 53	1,153 68
12	Ridgelawn	500 00	2 50	2 50	72 75	51 70	.....	.....	167 80	797 80
13	Hay Creek	120 00	.....	2 50	6 00	13 05	.....	.....	69 49	211 04
14	Ferry	110 00	.....	.....	.....	.....	.....	.....	29 04	139 04
15	Bawden	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	$9,227 50	$14 50	$361 57	$3,175 74	$1,666 84	.....	$180 00	$4,933 34	$19,334 41

Statistical Report of the School Districts in Dawson County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1901	2 No. of such Children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such children who attended private school or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Glendive	388	215	170	173	80	93	$125	$64 00	1	10 yrs	258	249	.....	1	6	7	....	....	9	....
Belle Prairie	17	5	12	16	9	7	50	.....	.....	1	11	6	.....	1	....	1	....	....	5	11
Deer Creek	22	15	7	8	6	2	.....	50 00	.....	2	15	9	.....	....	2	2	....	....	6	....
Newlon	27	14	13	2	1	1	.....	50 00	.....	1	14	12	.....	....	1	1	....	....	8	....
Sidney	25	17	8	16	10	6	50	40 00	.....	1	15	12	.....	1	1	1	....	....	6	....
Wibaux	115	54	61	59	27	32	60	50 00	.....	5 yrs	48	48	.....	1	1	2	....	....	9	....
Tokna	16	10	6	10	7	3	.....	40 00	.....	2	10	8	2	....	1	1	1	....	7	....
Hodges	16	13	3	10	6	4	.....	40 00	.....	1	7	7	.....	....	1	1	....	....	5	9
Bryans Plain	14	9	5	2	2	.....	.....	40 00	.....	1	13	11	.....	....	....	....	....	....	6	....
Bad Route	29	18	11	12	8	4	.....	35 00	.....	1	10	7	2	....	....	....	1	....	7	....
Burns Creek	.....	.....	.....	.....	.....	.....	.....	45 00	.....	2 yrs	28	12	.....	....	....	....	....	....	6	10
Ridgelawn	49	18	20	20	9	11	62½	.....	.....	2 yrs	16	16	.....	....	....	....	....	....	8	....
Hay Creek	14	9	5	10	5	5	.....	40 00	.....	1	1	1	.....	....	....	....	....	....	3	....
Ferry	15	13	2	3	2	1	.....	40	1	1	11	8	.....	....	1	1	....	....	3	....
Bawden	17	12	5	18	9	9	.....	.....	.....	.....	.....	.....	.....	....	1	1	....	....	....	....
Totals	801	455	346	369	185	184	$69.50	$44.54	2	.....	443	406	12	....	....	23	2	4	6.39	....

Statistical Report of the School Districts in Dawson County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Glendive	4	319	40,364	40,364	136	2,570	....	....	....	.....	230	94½	9	21	400	$500	....	2	....	1	3	$15,000
Belle Prairie	....	9	670	670	168	120	....	....	....	.....	7	82	5½	....	.....	.....	1	....	....	....	1	200
Deer Creek	1	9	712	712	177	83	....	....	....	.....	5	88	6	3	.....	.....	....	1	....	....	1	400
Newlon	1	16	1,601	1,601	33	278	1	....	....	.....	10	84	8	2	.....	.....	....	1	....	....	1	300
Sidney	....	18	1,213	1,213	36	356	1	....	....	$300	10	83	6	2	.....	.....	1	....	....	....	1	25
Wibaux	....	83	8,929	8,929	827	1,847	1	....	421	3,571	52	82½	9	2	176	200	....	1	....	....	1	2,150
Tokna	....	11	979	979	28	107	....	....	....	.....	6	84½	7	1	.....	.....	1	....	....	....	1	50
Hodges	....	11	1,163	1,163	17	43	....	....	....	.....	10	96	6	....	.....	.....	....	1	....	....	1	300
Bryans Plain	....	11	720	720	23	12	....	1	....	.....	5	88	6	1	.....	.....	1	....	....	....	1	150
Bad Route	....	7	833	833	87	52	....	....	....	.....	6	94	7	2	.....	.....	1	....	....	....	1	50
Burns Creek	....	22	3,069	3,069	135	267	....	....	....	.....	20	85	6½	1	2	10	1	....	....	....	1	300
Ridgelawn	1	23	2,669	2,669	....	188	....	1	....	.....	17	93	8	1	.....	.....	1	1	....	....	1	550
Hay Creek	....	6	263	263	4	43	....	....	....	.....	4	86	3	....	.....	.....	1	....	....	....	1	200
Ferry	....	10	518	518	4	52	1	....	25	20 45	9	89	3	....	.....	.....	1	....	....	....	1	.....
Bawden	....	.....	.....	.....	....	.....	....	....	....	.....	.....	.....	....	....	.....	.....	....	....	....	....	....	.....
Totals	7	555	63,526	63,526	16 75	6,019	4	2	....	*	391	87	90	....	578	710	8	7	....	1	16	$19,675

* $3,891.45

Financial Report of the School Districts in Deer Lodge County, Montana, for the Year Ending August 31, 1902.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Dry Cottonwood	$72 70	$38 16	$18 00	.....	.....	.....	.....	$128 86
3	Cable	317 35	100 17	47 25	116 97	.....	.....	.....	581 74
4	Warm Springs	448 37	181 26	85 50	560 57	.....	.....	.....	1,275 70
5	Lost Creek	817 54	310 05	146 25	191 69	.....	.....	.....	1,465 33
6	Willow Glen	888 85	143 10	67 50	.....	.....	.....	.....	1,099 45
7	Modesty	427 53	176 49	83 25	203 69	.....	.....	.....	890 96
8	Blue Eyed Nellie	932 27	205 11	96 75	83 41	.....	.....	.....	1,317 54
9	Stuart	152 23	128 79	60 75	.....	.....	.....	1 51	343 28
10	Anaconda	20,838 00	12,058 56	5,688 00	26,568 98	55,000 00	1,606 00	6,650 57	128,410 11
11	Willow Creek	926 61	209 88	99 00	505 99	.....	.....	.....	1,741 48
16	Strickland (Joint)	63 61	52 47	24 75	68 61	.....	.....	.....	209 44
21	Quinlan (Joint)	27 26	19 07	9 00	.....	.....	.....	.....	55 34
2	Race Track	****36 65	.....	.....	.....	.....	.....	.....	.....
	Totals	$25,912 12	$13,623 12	$6,426 00	$28,299 91	$55,000 00	$1,606 00	$6,652 98	$137,519 23

**** Transferred to Powell County July 31, 1902. District No. 2 was placed wholly in Powell County, Aug. 20, 1901.

Financial Report of the School Districts in Deer Lodge County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Dry Cottonwood	$120 00							$8 86	$128 86
3	Cable	350 00				14 65			217 09	581 74
4	Warm Springs	564 00	20 28			46 90			644 52	1,275 70
5	Lost Creek	480 00	20 75		74 30	50 60			839 68	1,465 33
6	Willow Glen	420 00				22 95			656 50	1,099 45
7	Modesty	437 50			101 82	30 00			321 64	890 96
8	Blue Eyed Nellie	568 75			120 83	39 20			588 76	1,317 54
9	Stuart	292 50				37 45			13 33	343 28
					*22,681 95	**26,828 44				
10	Anaconda	15,884 05	203 05		1,433 96	2,370 87	17,000 00	7,397 11	34,610 68	128,410 11
11	Willow Creek	495 00	29 50		82 30	94 60			1,076 08	1,741 48
16	Strickland (Joint)					*** 209 44				209 44
21	Quinlan (Joint)					*** 55 34				55 34
2	Race Track									
	Totals	$19,575 80	$273 58		$24,495 16	$29,800 44	$17,000 00	$7,397 11	$38,977 14	$137,519 23

* High School Building Fund. ** Cash advanced by Bank from May 9 to Dec. 3, 1901.
*** Transferred to Treasurer of Powell Co.

Statistical Report of the School Districts in Deer Lodge County, Montana, for the Year Ending August 31, 1902.

NAME OF DISTRICT	CENSUS For Apportionment of Public Funds: Number of Children between the ages of 6 and 21 years	Male	Female	Under 6 years of age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children who attended the District School at least 12 weeks during the year ending August 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Dry Cottonwood	11	4	7	3	1	2	.....	40 00	.....	1	7	.....	.....	....	1	1	....	....	2	18
Cable	17	6	11	15	7	8	.....	50 00	.....	1	9	9	.....	....	2	2	....	....	3	13½
Warm Springs	31	12	19	12	6	6	60	60 00	.....	1	12	12	.....	....	1	1	....	....	7	18
Lost Creek	55	29	26	31	11	20	.....	60 00	.....	1	27	25	.....	....	1	1	....	....	7	18
Willow Glen	43	19	24	14	8	6	.....	60 00	.....	1	15	6	.....	....	1	1	....	....	7	15
Modesty	38	26	12	18	11	7	65	.....	.....	1	17	17	.....	1	....	1	....	....	4	19
Blue Eyede Nellie	43	29	14	11	7	4	65	.....	.....	1	21	20	.....	1	....	1	....	....	7	9
Stuart	41	17	24	9	5	4	.....	62 50	.....	1	13	7	.....	....	1	1	....	....	4	8
Anaconda	2,487	1,237	1,250	1,522	765	757	125	74 39	1	.....	1,200	.....	.....	4	41	45	2	94	8	8
Willow Creek	47	19	28	25	13	12	60	60 00	.....	1	21	18	.....	....	1	1	....	....	9	10
Strickland Joint)	15	9	6	5	3	2	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Quinlan (Joint)	3	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Totals	2,831	1,409	1,422	1,665	837	828	75	58 36	1	9	1,342	121	.....	6	49	55	2	94	64	16½

Statistical Report of the School Districts in Deer Lodge County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendents	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Dry Cottonwood		10	58	326		50					5.62	86.70	3	1			1				1	$150
Cable		18	73½	1,094½	60	92½					14.89	92.20	4	2			1				1	50
Warm Springs		20	158	2,086	30	310					13.20	87.00	8	3	80	55	1				1	50
Lost Creek		51	158	5,214	199	350					33.00	93.70	8	3	305	250				1	1	1,200
Willow Glen		22	155	1,514	28	412					9.76	78.60	8	2	250	250		1			1	1,800
Modesty		26	99	1,601	477	225					16.17	87.67	5	2	60	50	1				1	250
Blue Eyed Nellie		29	149	2,445	47	221					16.40	91.70	8	4			1				1	150
Stuart		11	88	638	78	64					7.25	90.80	5	2						1	1	1,225
Anaconda	9	2,181	176	281,160	3,461	15,470					1,597.49	94.08	9	1	3,152	1,000	2			6	8	170,000
Willow Creek		31	190	3,212	262	1,485					16.90	68.30	9	3	117	75		1			1	2,010
Strickland Joint)																						
Quinlan (Joint)																						
Totals	9	2,399	1,304.5	299,290	4,642	18,679					1,730.68	87.14	67	23	3,964	1,680	7	2		8	17	$176,885

Financial Report of the School Districts in Fergus County, Montana, for the Year Ending August 31, 1902.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Lewistown	$82 52	$5,798 28		$5,837 68			$1,128 75	$12,847 23
2	Philbrook	19 10	196 50					111 15	326 75
3	Maiden	247 62	652 38					10 00	910 00
4	Cottonwood	187 85	117 90						305 75
5	Maginnis	1,026 41	872 46					56 00	1,954 87
6	Ubet	147 37	754 56		262 20			2 18	1,166 31
7	Denton	235 21	212 22						447 43
8	Beaver Creek	445 31	306 54						751 85
9	Utica	226 39	742 56					1,027 50	1,996 45
10	Trout Creek	291 56	282 96						574 52
11	Moccasin	383 93	259 38						643 31
12	Stanford	94 60	282 96						377 56
13	Ross Fork	232 61	322 26		96 05				650 92
14	South Moccasin	13 52	180 78					76 35	270 65
15	Deerfield	629 03	204 36		319 77				1,153 16
16	Everson	171 62	165 06						336 68
17	Highfield	423 82	282 36						706 78
18	Upper Cottonwood	248 62	377 28						625 90
19	Upper Beaver Creek	31 54	227 94						259 48
20	Pleasant Valley	15	204 36					46 30	250 81
21	Forest Grove	191 25	369 42					74 88	635 55

Financial Report of School Districts in Fergus County, Montana—Continued.

No. of Each District	COUNTY	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to County During the Year	Proceeds of School Lands	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
22	Upper Rock Creek	335 98	298 68						634 66
23	Musselshell	208 36	220 08					59 72	488 16
24	Gilt Edge	495 37	1,076 82		803 94	4,500 00		560 00	7,436 13
25	Gunton	139 54	78 60						218 14
26	Flat Willow	63 83	133 62						197 45
27	Grass Range	71 31	322 26						393 57
28	Warm Springs	26 61	62 88						89 49
29	Wilder	227 11	136 02						363 13
30	Elso	37 22	86 46						123 68
31	Lower Beaver Creek	2 59	385 14					60 00	447 73
32	Irene	222 53	133 62						356 15
33	Rock Creek Bench	371 48	267 24						638 72
34	Upper Wolf Creek	80 30	150 00						230 30
35	Long	176 62	165 06						341 68
36	Knerrville		102 18						102 18
37	Kendall		455 88					45 20	501 13
38	Sage Creek		19 20						19 20
	Totals	$7,788 88	$16,906 86		$7,319 64	$4,500 00		$3,258 08	$39,773 46

Financial Report of the School Districts in Fergus County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Lewistown	$6,300 00			$4,767 57			$1,350 00	$429 66	$12,847 23
2	Philbrook	305 50			7 70	12 78			77	326 75
3	Maiden	720 00	71 00		81 80	53 80			16 60	910 00
4	Cottonwood	283 00			12 30	8 50			1 95	305 75
5	Maginnis	1,106 00			18 90	36 55			793 42	1,954 87
6	Ubet	882 00			79 92	166 42			37 97	1,166 31
7	Denton	200 00			25 40	30 00			192 03	447 43
8	Beaver Creek	331 25			28 00	28 25			364 35	751 85
9	Utica	1,160 00			63 26	264 36		300 00	208 83	1,996 45
10	Trout Creek	300 00			15 40	25 55			233 57	574 52
11	Moccasin	355 00			17 00	50 92			220 39	643 31
12	Stanford	267 50				10 00			100 06	377 56
13	Ross Fork	264 00			12 25	25 00			349 67	650 92
14	South Moccasin	178 65			3 15	12 50			76 35	270 65
15	Deerfield	212 50				12 20	500 00	30 00	398 46	1,153 16
16	Everson	256 00			75 65				5 03	336 68
17	Highfield	250 00			19 79	25 95			411 04	706 78
18	Upper Cottonwood	400 00			22 70	22 50			180 70	625 90
19	Upper Beaver Creek	165 50			14 63	21 00			58 35	259 48
20	Pleasant Valley	199 50				3 50			47 81	250 81
21	Forest Grove	430 80			42 65	52 50			109 60	635 55

Financial Report of the School Districts in Fergus County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1902	Total
		9	10	11	12	13	14	15	16	17
22	Upper Rock Creek	300 50			65 05	3 00			266 11	634 66
23	Musselshell	405 00			2 00				81 16	488 16
24	Gilt Edge	1,202 00			394 40	287 85	2,186 23	135 00	3,230 65	7,436 13
25	Gunton	150 00			23 32				44 82	218 14
26	Flat Willow	100 00							97 45	197 45
27	Grass Range	247 50			8 05	45 65			92 37	393 57
28	Warm Springs				1 75				87 74	89 49
29	Wilder	180 00							183 13	363 13
30	Elso	90 00							33 68	123 68
31	Lower Beaver Creek	326 40			47 05	53 48			20 80	447 73
32	Irene	299 00				15 00			42 15	356 15
33	Rock Creek Bench	367 50			15 15	16 65			239 42	638 72
34	Upper Wolf Creek	200 00	21 50						8 80	230 30
35	Long	207 00			72 76				61 92	341 68
36	Knerrville								102 18	102 18
37	Kendall	318 75			42 70	26 50			113 18	501 13
38	Sage Creek								19 20	19 20
	Totals	$18.960 85	$92 50		$5,980 30	$1,310 41	$2,686 23	$1,815 00	$8,928 17	$39,773 46

Statistical Report of the School Districts in Fergus County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children between 8 and 14 years of age residing in the District August 31, 1902	2 No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such Children who attended Private Schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Lewistown	772	395	377	286	141	145	166	55-80	.....	1,2,3,4,7	347	347	.....	1	8	9	....	....	9	....
Philbrook	25	12	13	15	10	5	55	.....	.....	1	12	12	.....	1	....	1	....	....	6	....
Maiden	66	26	40	5	2	3	.....	60	.....	1-2	32	32	.....	....	2	2	....	....	12	....
Cottonwood	37	13	24	15	4	11	.....	50	.....	1	12	12	.....	....	1	1	....	....	3	....
Maginnis	102	53	49	37	16	21	60	58	.....	1-2	46	21	.....	1	2	3	....	....	20	....
Ubet	104	49	55	30	16	14	65	45	.....	1-2	51	40	.....	1	1	2	....	....	9	....
Denton	19	12	7	2	1	1	.....	50	.....	1	9	9	.....	....	1	1	....	....	4	....
Beaver Creek	39	21	18	18	11	7	55	50	.....	1	17	17	.....	1	1	1	....	....	8	....
Utica	102	51	51	23	13	10	75	50	.....	3	45	40	.....	1	1	2	....	....	8	....
Trout Creek	51	26	25	12	4	8	.....	50	.....	1	24	15	.....	....	1	1	....	....	5	....
Moccasin	31	12	19	4	2	2	.....	60	.....	3	14	14	.....	....	1	1	....	....	6	....
Stanford	41	24	17	17	10	7	.....	50	.....	1	21	16	.....	....	1	1	....	....	5	....
Ross Fork	35	19	16	14	7	7	60	50	.....	1	13	13	.....	1	1	1	....	....	6	....
South Moccasin	26	10	16	7	4	3	.....	50	.....	1	13	7	.....	....	1	1	....	....	5	....
Deerfield	20	13	7	5	2	3	.....	50	.....	1	11	11	.....	1	1	1	....	....	6	....
Everson	18	11	7	21	6	15	40	40	.....	1	10	5	1	1	1	1	1	2	5	....
Highfield	38	22	16	18	10	8	.....	50	.....	2	21	10	11	....	1	1	3	11	5	....
Upper Cottonwood	60	32	28	14	8	6	50	50	.....	1	32	32	.....	1	1	1	....	....	8	....
Upper Beaver Creek	31	21	10	11	6	5	55	.....	.....	1	8	8	.....	1	....	1	....	....	3	....
Pleasant Valley	24	13	11	6	3	3	50	50	.....	1-2	15	15	.....	1	1	1	....	....	7	....
Forest Grove	59	39	20	18	6	12	.....	55	.....	1	29	8	.....	....	1	1	....	....	6	....

Statistical Report of the School Districts in Fergus County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Upper Rock Creek..	30	11	19	14	6	8	.....	50	.....	1	16	12	.....	....	1	1	....	....	5	....
Musselshell	24	12	12	11	6	5	.....	45	.....	1-2	13	13	.....	....	2	2	....	....	6	....
Gilt Edge	141	72	69	71	31	40	70	65	1	1-2	65	65	.....	2	2	4	....	....	6	....
Gunton	9	6	3	15	9	6	.....	50	.....	1	1	1	.....	....	1	1	....	....	3	....
Flat Willow	30	15	15	15	9	6	.....	50	.....	2	6	1	.....	....	1	1	....	....	2	....
Grass Range	35	16	19	5	3	2	.....	50	.....	2	10	10	.....	1	1	1	....	....	4	....
Warm Springs	22	13	9	7	1	6	.....	50	.....	1	6	4	.....	....	1	1	....	....	3	....
Wilder	22	13	9	3	1	2	.....	45	.....	1	7	5	.....	....	1	1	....	....	2	....
Elso	12	9	3	11	6	5	30	.....	.....	1	7	4	.....	1	....	1	....	....	3	....
Lower Beaver Creek	45	19	26	23	12	11	.....	50	.....	1	22	9	.....	....	1	1	....	....	6	10
Irene	18	11	7	7	3	4	.....	50	.....	1	7	3	.....	....	1	1	....	....	6	....
Rock Creek Bench	53	26	27	9	5	4	50	50	.....	1	25	19	.....	1	1	1	....	....	5	10
Upper Wolf Creek	13	4	9	6	3	3	.....	50	.....	1	7	7	.....	....	1	1	....	....	4	....
Long	24	14	10	11	3	8	50	40	.....	1	12	12	.....	1	1	1	....	....	3	....
Knerrville	18	4	14	7	4	3	.....	50	.....	1	11	8	.....	....	1	1	....	....	3	....
Kendall	102	45	57	45	23	22	.....	50	.....	1	49	35	.....	1	....	1	....	....	5	....
Sage Creek	17	8	9	14	6	8	.....	50	.....	1	11	10	.....	....	1	1	....	....	3	....
Totals	2,315	1,172	1,143	852	413	439	55.40	49.80	1	.....	1,057	892	12	19	45	55	4	13	5.71	....

Statistical Report of the School Districts in Fergus County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total No. Days Attendance	Total Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Lewistown	3	489	63,116	63,116	326	2,897	....	....	....	.....	368	95	9	15	600	400	1	2	....	1	4	$35,500
Philbrook	....	26	2,064	2,064	.....	516	....	....	....	.....	18	80	6	1	.....	.....	....	1	....	....	1	400
Maiden	....	44	3,196	3,196	104	352	....	....	....	.....	30	90	12	2	164	76 50	....	2	....	....	2	600
Cottonwood	....	25	1,125	1,125	7	137	....	....	....	.....	20	88	3	1	.....	.....	....	1	....	....	1	1,000
Maginnis	2	37	2,226	2,226	80	400	....	....	....	.....	19	83	20	3	60	40	2	1	....	....	3	900
Ubet	1	54	5,430	5,430	94	429	....	....	....	.....	30	56	9	1	138	70	....	1	....	....	1	1,225
Denton	....	11	651	651	8	76	....	....	....	.....	9	91	4	1	20	10	1	....	....	....	1	550
Beaver Creek	....	31	2,876	2,876	64	711	....	....	....	.....	18	78	8	1	30	10	1	....	....	....	1	400
Utica	1	68	7,324	7,324	521	1,105	....	....	....	.....	54	88	8	1	40	35	....	1	....	....	1	5,200
Trout Creek	....	22	750	750	66	408	....	....	....	.....	6	62	5	1	60	25	....	1	....	....	1	650
Moccasin	....	30	2,123	2,123	20	238	....	....	....	.....	18	89	6	1	.....	.....	1	....	....	....	1	300
Stanford	....	19	1,087	1,087	36	66	....	....	....	.....	11	95	5	1	.....	.....	1	1	....	....	2	300
Ross Fork	....	18	1,556	1,556	141	411	....	....	....	.....	13	79	6	1	20	10	....	1	....	....	1	150
South Moccasin	....	13	1,227	1,227	21	31	....	....	....	.....	10	98	5	1	20	10	1	....	....	....	1	200
Deerfield	....	17	1,267	1,267	92	85	....	....	....	.....	10	92	6	1	20	10	....	1	....	....	1	750
Everson	....	10	894	894	38	158	....	....	....	.....	8	80	5	....	50	23	1	....	....	....	1	200
Highfield	....	16	1,384	1,384	33	164	....	....	....	.....	12	83	5	1	20	10	1	....	....	....	1	200
Upper Cottonwood	....	46	4,232	4,232	561	1,807	....	....	....	.....	28	72	8	1	15	8	1	....	....	....	1	150
Upper Beaver Creek	....	10	499	499	.....	40	....	....	....	.....	4	96	3	....	.....	.....	1	....	....	....	1	300
Pleasant Valley	....	29	1,512	1,512	35	120	....	....	....	.....	11	92	7	1	20	10	....	1	....	....	1	600
Forest Grove	....	20	814	814	84	454	....	....	....	.....	7	65	6	1	.....	.....	....	1	....	....	1	1,000

Statistical Report of the School Districts in Fergus County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. expended for Text Books, year end Aug. 31, 1902.	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Upper Rock Creek	....	20	1,155	1,155	20	173	....	....	....	.....	10	87	5	1	.....	.....	1	....	....	....	1	200
Musselshell	....	25	959	959	52	351	....	....	....	.....	17	71	6	1	.....	.....	1	....	....	....	1	200
Gilt Edge	2	128	8,700	8,700	313	903	....	....	....	.....	72	90	6	2	.....	.....	....	1	....	....	1	3,000
Gunton	1	8	389	389	46	41	....	....	....	.....	6	80	3	1	10	12	....	1	....	....	1	80
Flat Willow	....	2	53	53	3	2	....	....	....	.....	2	98	2	....	....	.....	1	....	....	....	1	100
Grass Range	....	21	1,021	1,021	53	231	....	....	....	.....	12	81	4	1	20	10	1	....	....	....	1	200
Warm Springs	....	10	433	433	1	43	....	....	....	.....	6	90	3	1	.....	.....	....	1	....	....	1	100
Wilder	....	7	300	300	2	8	....	....	....	.....	6	97	2	....	20	10	1	....	....	....	1	100
Elso	....	12	646	646	39	25	....	....	....	.....	11	94	3	1	.....	.....	1	....	....	....	1	125
Lower Beaver Creek	....	47	3,863	3,863	66	562	....	....	....	.....	18	74	5½	1	20	10	1	....	....	....	1	410
Irene	....	11	465	465	.....	393	....	....	....	.....	6	54	6	1	.....	.....	1	....	....	....	1	20
Rock Creek Bench	....	28	1,601	1,601	66	562	....	....	....	.....	18	73	5½	1	.....	.....	1	....	....	....	1	350
Upper Wolf Creek	....	13	754	754	94	155	....	....	....	.....	10	82	4	1	61	20	1		....	....	1	250
Long	....	19	763	763	14	150	....	....	....	.....	13	83	3	....	.....	.....	....	1	....	....	1	320
Knerrville	....	14	480	480	.....	200	....	....	....	.....	10	80	3	1	.....	.....	1	....	....	....	1	70
Kendall	1	43	2,648	2,648	15	1,967	....	....	....	.....	25	60	5	1	.....	.....	....	....	....	....	....	.....
Sage Creek	....	18	700	700	20	150	....	....	....	.....	12	80	3	1	.....	.....	1	....	....	....	1	100
Totals	11	1,461	130,293	130,293	3,245	16,438	....	....	....	.....	972	85	216	51	1,398	809	24	19	....	1	44	$56,200

Financial Report of the School Districts in Flathead County, Montana, for the Year Ending August 31, 1902

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Augst 31, 1901	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Bad Rock	$608 69	$551 30		$322 89			$2 50	$1,485 38
2	Deer Park	334 74	178 50	117 30					630 54
3	Fairview	114 29	135 70	206 50				35 10	491 59
4	Swan Lake		261 00		126 75				387 75
5	Kalispell	8,910 19	3,356 50	2,205 70	8,831 89			512 00	23,816 28
6	Columbia Falls	320 27	968 60		4,592 85				5,881 72
7	Spring Creek								
8	Sparks	306 57	149 50		320 33			227 50	1,003 90
9	Creston	173 27	330 60			1,000 00			1,503 87
10	Cayuse Prairie	155 62	261 00						416 62
11	Eagan								
12	Pleasant View	65 78	290 00		47 79			1 00	404 57
13	Brocken	216 11	226 20		188 72				631 03
14	Demersville	40 77	232 00		195 67			14 01	482 45
15	Helena Flats	1,088 04	458 20		406 23				1,952 47
16	Pine Grove	32 70	308 70		327 59	800 00	12 50		1,481 58
17	Whitefish								
18	Prairie View					700 00	42 50	4 00	1,127 25
19	Valentine	12 00	172 79		195 96			55 50	175 70
20	Sedan	9 83	110 37					401 27	1,057 64
21	Libby	261 67	394 70						

Financial Report of the School Districts in Flathead County, Montana—Continued

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
22	Tobacco	$350 81	417 60						768 41
23	Troy	157 64	249 40						
24	Dayton		132 79						407 04
25	Glen	144 05	224 00	124 20					132 79
26	Batavia	243 30	266 80	124 20		800 00	8 50		1,360 75
28	Selish							330 88	840 98
29	Somers	186 37	272 60		3 33				462 30
30	Chautauqua								
31	Echo	172 09	336 40	269 61				62 60	840 70
32	Sylvanite								
33	Stillwater	5 20	70 09	64 40	102 77			49 20	291 66
34	Kuhn's								
35	Loring		115 60					59 25	174 85
36	Bigfork	4 80	110 20					80 60	195 60
37	Meaderville		191 40						191 40
38	Bull's Lake		90 00						90 00
39	Boorman's Mill		173 77					5 00	178 77
	Totals	$13,914 89	$11,036 31	$2,987 71	$15,662 77	$3,300 00	$63 50	$1,840 41	$48,805 59

Financial Report of the School Districts in Flathead County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Bad Rock	$735 00	$12 80		$57 00	$39 50		$66 00	$595 08	$1,485 38
2	Deer Park	405 00			22 00	25 75			177 79	630 54
3	Fairview	280 00			30 00	35 80			145 79	491 59
4	Swan Lake	266 00		100 30					21 45	387 75
5	Kalispell	7,770 00	156 00	608 86	11,283 93	2,185 00		1,800 00	12 49	23,816 28
6	Columbia Falls	1,833 10			360 60	391 75	2,000 00	703 77	592 50	5,881 72
7	Spring Creek									
8	Sparks	337 50	15 00		172 63	46 85			431 92	1,003 90
9	Creston	475 00			86 50	25 10			917 27	1,503 87
10	Cayuse Prairie	325 50				30 00			61 12	416 62
11	Eagan									
12	Pleasant View	324 44			18 00	23 95		36 00	2 18	404 57
13	Brocken	375 00			33 05			30 00	192 98	631 03
14	Demersville	350 00	21 37		29 50	71 63			9 95	482 45
15	Helena Flats	495 00			96 75		700 00	42 00	618 72	1,952 47
16	Pine Grove	436 68			357 05				687 85	1,481 58
17	Whitefish									
18	Prairie View	200 00		41 10	688 50	48 20			149 45	1,127 25
19	Valentine	175 00							70	175 70
20	Sedan	498 15	25 00			117 16			417 33	1,057 64
21	Libby									

Financial Report of the School Districts in Flathead County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
22	Tobacco	330 00			6 30	34 00			398 11	768 41
23	Troy									
24	Dayton	320 00	28 00			21 65			37 39	407 04
25	Glen	70 00		6 25					56 54	132 79
26	Batavia	300 00		1 65	122 55	36 25			840 35	1,300 75
28	Selish	368 00			44 80	30 25		42 00	355 93	840 98
29	Somers	340 00			108 69	12 00			1 61	462 30
30	Chautauqua									
31	Echo	335 00			38 00	44 25			423 45	840 70
31	Sylvanite									
33	Stillwater	198 00	10 15		35 30	21 20			27 01	291 66
34	Kuhn's									
35	Loring	150 00			16 50				8 35	174 85
36	Bigfork	170 00		17 30		8 30				195 60
37	Meadow Hill	120 00		25	7 05				64 10	191 40
38	Bull's Lake	90 00								90 00
39	Boorman's Mill	150 00			20 20	1 00			7 57	178 77
	Totals	$18,222 37	$268 32	$775 71	$13,634 90	$3,249 54	$2,700 00	$2,719 77	$7,234 98	$48,805 59

Statistical Report of the School Districts in Flathead County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of School Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2: No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Bad Rock	90	43	47	36	16	20	.....	$50 00	.....	1-1	53	53	.....	....	2	2	....	....	8	15
Deer Park	59	32	27	27	15	12	.....	45 00	.....	1	35	26	.....	....	1	1	....	....	8	16
Fairview	45	17	28	17	7	10	.....	40 00	.....	1	46	39	.....	....	1	1	....	....	7	....
Swan Lake	29	12	17	15	7	8	.....	40 00	.....	2	19	19	.....	....	1	1	....	....	6	13
Kalispell	1,437	727	710	484	255	229	100 00	61 00	1	66	652	541	.....	1	14	15	5	....	8	10
Columbia Falls	182	90	92	76	40	36	75 00	50 00	.....	12	89	85	.....	1	2	3	....	....	8	17
Willow Spring Crk.	63	30	33	35	18	17	45 00	.....	.....	3	27	27	.....	1	....	1	....	....	8	18
Sparks	71	45	26	27	18	9	.....	45 00	.....	1	56	24	.....	....	1	1	....	....	8	10
Creston	60	36	24	24	14	10	.....	50 00	1	3	28	24	.....	....	1	1	....	....	8	15
Cayuse Prairie	43	26	17	29	13	16	40 00	40 00	.....	1	40	37	6	1	1	1	....	6	5	9
Eagan	74	37	37	25	11	14	.....	50 00	.....	4	40	20	.....	....	1	1	....	....	8	18
Pleasant View	45	25	20	16	10	6	.....	40 00	.....	3	45	40	.....	....	1	1	1	39	7	12
Brocken	35	19	16	11	4	7	40 00	45 00	.....	1	16	10	1	1	1	1	....	10	8	14
Demersville	57	28	23	11	5	6	40 00	45 00	.....	2	23	17	.....	1	1	1	....	....	8	....
Helena Flats	83	43	40	15	8	7	.....	55 00	.....	2	79	44	.....	....	1	1	....	....	8	14
Pine Grove	55	35	20	21	9	12	.....	47 50	1	1	38	32	2	....	1	1	1	2	8	6
Half Moon	85	47	38	46	17	29	63 00	.....	.....	7	53	53	.....	1	....	1	....	....	8	17
Prairie View	16	10	6	13	7	6	40 00	40 00	1	1	10	7	.....	1	1	1	....	....	5	18
Valentine	44	27	17	15	7	8	.....	35 00	.....	1	8	8	.....	....	1	1	....	....	6	....
Sedan	59	25	34	25	9	16	47 50	.....	.....	4	29	29	.....	1	....	1	....	....	8	13
Libby	156	86	70	64	38	26	.....	60 00	.....	2	74	74	.....	....	3	3	....	....	7	18

Statistical Report of the School Districts in Flathead County, Montana.—Continued.

DISTRICT	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the County Aug. 31, 1902	2 No. of such children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	Male	Female	Total			Months	Days
Tobacco	102	52	50	33	17	16	50 00	45 00		2	52	33		1	1	1			7	
Troy	62	28	34	22	5	17	55 00			1	27	27		1		1	1		4	19
Dayton	56	27	29	27	13	14		40 00		1	24	8			1	1		22	5	17
Glen	22	13	9	3		3	35 00	35 00		1	5	5		1	1	1			3	10
Batavia	81	40	41	20	12	8	50 00		1	1	32	22		1		1			5	17
Selish	49	28	21	17	8	9		40 00		2	25	20			1	1			7	15
Somers	123	60	63	74	40	34		50 00		3	61	48	35		1	1	1	35	7	5
Chautauqua	27	9	18	9	6	3									1	1			6	
Echo	70	36	34	28	14	14		60 00		2	36	24			1	1			8	
Sylvanite															1	1			3	
Stillwater	33	20	13	7	3	4		40 00		2	16	13			1	1			4	19
Kuhn's	22	13	9	12	6	6									1	1			3	
Loring	25	10	15	12	5	7		40 00		1	19	9			1	1			3	15
Bigfork	18	9	9	11	6	5		35 00		1		19			1	1			5	
Meadow Hill	31	19	12	12	6	6	40 00		1	1	8	8		1		1			3	
Bull's Lake	6	5	1	4	1	3	30 00		1	1	8	2	1	1		1		1	3	
Boorman's Mill	65	28	37	16	12	4		50 00	1	1	33	31			1	1			2	19
Totals	3,574	1,837	1,737	1,339	682	657	50 00	45 00	8	143	1,801	1,478	45	15	48	57	9	115	6.6	389

Statistical Report of the School Districts in Flathead County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. expended for Text Books, year end Aug. 31, 1902.	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Bad Rock	1	79	8,148	291	181	1,007	....	....	....	.....	25	89	9	3	30	20	....	1	....	....	1	$1,300
Deer Park	1	54	4,479	176	47	4,025	1	....	....	.....	25	53	9	1	41	26	....	1	....	....	1	850
Fairview	....	31	2,834	137	205	1,413	1	....	....	.....	20	67	7	3	62	30	....	1	....	....	1	1,600
Swan Lake	1	30	2,167	126	159	296	....	....	....	.....	18	88	7	1	.....	.....	1	....	....	....	1	250
Kalispell	7	880	99,109	161	1067	3,619	....	....	....	.....	616	96½	9	5	400	300	....	....	....	2	2	39,000
Columbia Falls	1	173	18,304	177	280	1,915	1	....	....	125 00	103	94	9	3	128	30	....	....	....	1	1	11,000
Willow Spring Crk.	1	42	4,341	178	244	437	....	....	....	.....	24	82	9	1	191	55	....	1	....	....	1	550
Sparks	....	65	2,414	94	211	436	....	....	....	.....	25	79½	9	1	69	56	....	1	....	....	1	525
Creston	....	46	3,252	114	541	340	....	....	....	.....	29	91	9	1	.....	.....	....	1	....	....	1	1,250
Cayuse Prairie	....	31	1,527	109	114	256	....	....	....	.....	13	85½	5	1	.....	.....	1	....	....	....	1	185
Eagan	....	53	4,858	178	42	1,171	....	....	....	.....	33	80	9	1	159	75	....	1	....	....	1	830
Pleasant View	....	39	3,106	152	134	605	....	....	....	.....	31	83	8	1	.....	.....	....	1	....	....	1	750
Brocken	....	42	3,044	174	215	371	....	....	....	.....	16	88	9	3	.....	.....	....	1	....	....	1	800
Demersville	....	36	2,181	120	39	848	....	....	....	.....	20	73	8	2	.....	.....	....	1	....	....	1	520
Helena Flats	....	70	5,231	174	260	1,505	....	....	....	.....	31	83	9	1	51	25	....	1	....	....	1	775
Pine Grove	1	34	4,350	166	122	399	....	....	....	.....	26	91	8	1	47	.....	....	1	....	....	1	850
Half Moon	....	87	7,735	177	171	1,262	....	....	....	.....	44	85	9	....	98	.....	½	½	....	....	1	850
Prairie View	....	18	1,308	118	171	120	....	....	....	.....	11	84	6	1	.....	.....	....	1	....	....	1	750
Valentine	....	19	1,298	118	36	944	....	....	....	.....	11	58	6	2	.....	.....	1	....	....	....	1	50
Sedan	....	52	3,765	173	82	807	....	....	....	.....	23	83	9	1	36	75	1	....	....	....	1	550
Libby	....	120	12,923	158	222	1,418	....	....	....	.....	82	90	8	3	29	.....	....	1	....	....	1	5,000

Statistical Report of the School Districts in Flathead County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number of Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books owned by District	Total Amt. expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Tobacco		32	3,158	129	300	603					26	82	7	1			1				1	200
Troy		40	2,318	99	100	377					23	83	5	1	65	40	1				1	650
Dayton		22	1,310	99	46	402					13	76	6	1	54	28	1				1	75
Glen		20	514	80	16	321					7	62	4	1	46	10	1				1	
Batavia		47	2,113	114	127	324					19	87	6	1				1			1	350
Selish	1	45	3,875	155	100	630					24	86	8	2				1			1	750
Somers		114	4,060	145	166	962					31	69	7	2				1			1	600
Chautauqua													6	2				1			1	650
Echo		64	4,372	158	184	491					28	90	8	1	120	75		1			1	1,100
Sylvanite													3									
Stillwater		23	1,782	99	23	475					18	79	5	1	41	10		1			1	500
Kuhn's													3	2			1				1	125
Loring		9	675	75	40						9	100	4	1			1				1	72
Bigfork		19	925	100	50	975					9	49	5	1								
Meadow Hill		14	696	60		24					12	96½	3				1				1	210
Bull's Lake		4	237	60	6	3					4	99	3				1				1	170
Boorman's Mill		55	2,222	59	38	110					38	95	3	1				1			1	550
Totals	14	2,509	224,631	4,703	5379	28,841	3			125	1,487	82	257	54	1,667	805	12½	21½		3	37	$74,267

Financial Report of the School Districts in Gallatin County, Montana, for the Year Ending Aug. 31, 1902.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Logan	$394 35	$309 60		$1,391 41			$249 87	$2,345 23
3	Manhattan	257 87	381 60		840 23				1,479 70
4	Central Park	384 79	187 20		250 93				822 92
5	East Gallatin	548 86	532 80		478 58			88 45	1,648 69
6	Lane	217 18	194 40					72 35	483 93
7	Bozeman	2,108 91	8,920 80		17,665 35				28,695 06
8	Grayling								
9	Cedar View	340 74	352 80		470 21	1,000 00		25 00	2,188 75
10	Wilson Creek	209 50	280 80						490 30
11	Rea	164 13	216 00		198 70				578 83
12	Decker	60 45	208 80		449 17				718 42
13	Cameron	212 62	172 80		262 05				647 47
14	Rochambeau		20 00		100 10				120 10
15	Willow Creek	127 76	316 80		261 05				705 61
16	Walker	277 33	151 20		189 97				618 50
17	Reece Creek	185 05	252 00		134 95				572 00
18	Hoffman	31 60	115 20		47 95				194 75
19	Nelson	152 89	331 20		486 92				971 01
20	Springhill	72 28	338 40		350 16				760 84
21	Sixteen	223 89	115 20						339 09
22	Cottonwood	69 70	223 20		225 57				518 47
23	Middle Creek	10 40	122 40		178 44				311 24
24	Three Forks	157 27	122 40		242 17				521 84
25	Pass Creek	414 45	352 80		330 48				1.097 73
26	Mt. Zion	128.30	180 00		39 23			5 50	353 03
27	Monforton	200 81	252 00		390 40				843 21
28	Lower Madison	101 99	223 20		250 19				575 38
29	Upper Madison	211 99	165 60		536 71				914 30

Financial Report of the School Districts in Gallatin County.—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to Districts during the year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
30	Heeb	120 47	388 80		589 39				1,098 66
31	Story's Mill	232 99	194 40						427 39
32	Leverich	90 70	223 20		1 76				315 66
33	Valley View	86 86	237 60		151 50				475 96
34	Bos		122 40					217 05	339 45
35	Salesville	367 31	476 80		339 18	1,000 00			2,183 29
36	Riverside	88 34	187 20		68 35				343 89
37	Fowler	225 55	194 40		210 09				630 04
38	Sedan	398 24	396 00						794 24
39	Upper Bridger	274 06	352 80		73 89				700 75
40	Harper	362 14	100 80		193 22				656 16
41	Anderson	135 66	180 00		177 10				492 76
42	Camp Creek	400 53	122 40						522 93
43	Reservation	315 81	324 00		332 65				972 46
44	Belgrade	436 64	554 40		934 30			43 00	1,968 34
45	Spanish Creek	126 02	64 80						190 82
46	Durham	213 68	259 20		197 05				669 93
47	Timberline	81 58	172 80		321 58				575 96
48	Lower Bridger	144 50	237 60		120 14				502 24
49	Muir	97 22	57 60		12 53				167 35
50	Chestnut	271 00	676 80		339 99				1,287 79
51	Mountain View	213 63	151 20		124 92				489 75
52	Little Holland	522 79	237 60		178 63				939 02
53	Smart	434 34	295 20		282 03			2 25	1,013 82
54	Gallatin & Madison	62 40	64 80						127 20
55	Waterman								
	Totals	$12,967 57	$21,312 00		$30,419 22			$703 47	$67,402 26

Financial Report of the School Districts in Gallatin County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Logan	$450 00			$1,600 00	$135 43			$159 80	$2,345 23
3	Manhattan	585 00			86 10	80 80		330 00	397 80	1,479 70
4	Central Park	360 00	15 00		40 00	10 00			397 92	822 92
5	East Gallatin	320 00			1,200 00	7 85			120 84	1,648 69
6	Lane	256 00		31 00	32 72	72 81		18 00	73 40	483 93
7	Bozeman	13,979 00	65 25		2,690 97	3,205 81	2,000 00	3,749 00	3,005 03	28,695 06
8	Grayling									
9	Cedar View	300 00	15 00	57 00	1,100 00	175 47		60 00	481 28	2,188 75
10	Wilson Creek	315 00				70 70			104 60	490 30
11	Rea	400 00		66 70	50 58	21 55			40 00	578 83
12	Decker	350 00			67 85	34 41			266 16	718 42
13	Cameron	295 00		5 40	56 10	88 97			202 00	647 47
14	Rochambeau	97 50							22 60	120 10
15	Willow Creek	440 00	15 00	18 75	46 50	5 50			179 86	705 61
16	Walker	350 00		11 50					257 00	618 50
17	Reece Creek	320 00			20 00	2 35			229 65	572 00
18	Hoffman	55 00	7 00			14 00			118 75	194 75
19	Nelson	450 00	40 00			44 15			436 86	971 01
20	Springhill	450 00	22 72		68 55	49 18			170 39	760 84
21	Sixteen	240 00			12 00	2 30			84 79	339 09
22	Cottonwood	320 00			36 00	24 70			137 77	518 47
23	Middle Creek	294 00				6 35			10 89	311 24
24	Three Forks	250 00				93 75			178 09	521 84
25	Pass Creek	405 00	6 00	44 51		173 31		54 00	414 91	1,097 73
26	Mt. Zion	280 00				11 75			61 28	353 03
27	Monforton	372 00	15 00	10 55	42 00	26 20			377 46	843 21
28	Lower Madison	360 00		42 50	32 00	21 18			119 70	575 38
29	Upper Madison	330 00			130 00	31 63			422 67	914 30

Financial Report of the School Districts in Gallatin County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
30	Heeb	540 00		60 00	87 00	130 40			281 26	1,098 66
31	Story's Mill	300 00		5 55	55 00	32 25			34 59	427 39
32	Leverich	200 00	13 05		13 00	31 10			58 51	315 66
33	Valley View	337 00				88 80			50 16	475 96
34	Bos	185 00		2 96	12 00				139 49	339 45
35	Salesville	450 00	20 00		475 00	198 55			1,039 74	2,183 29
36	Riverside	200 00		50 00		20 50			73 39	343 89
37	Fowler	405 00	7 25			41 05			176 74	630 04
38	Sedan	400 00				45 95			348 29	794 24
39	Upper Bridger	350 00			213 00	65 32			72 43	700 75
40	Harper	280 00			48 00	20 00			308 16	656 16
41	Anderson	320 00			14 00	22 00			136 76	492 76
42	Camp Creek	360 00				14 90			148 03	522 93
43	Reservation	305 00		5 90	616 56				45 00	972 46
44	Belgrade	735 00			53 80	87 00	483 00	350 00	259 54	1,968 34
45	Spanish Creek	40 00				14 50			136 32	190 82
46	Durham	290 00				91 15			288 78	669 93
47	Timberline	315 00			70 85	10 00			180 11	575 96
48	Lower Bridger	240 00				8 00			254 24	502 24
49	Muir	100 00				18 85			48 50	167 35
50	Chestnut	900 00		20 00	105 00	82 40			180 39	1,287 79
51	Mountain View	280 00				5 00			204 75	489 75
52	Little Holland	400 00			70 00	8 83			460 19	939 02
53	Smart	450 00		27 05	46 80				489 97	1,013 82
54	Gallatin & Madison	85 00							42 20	127 20
55	Waterman									
	Totals	$31,090 50	$241 27	$459 37	$9,151 38	$5,446 70	$2,483 00	$4,561 00	$13,929 04	$67,402 26

Statistical Report of the School Districts in Gallatin County, Montana, for the Year Ending August 31, 1902.

NAME OF DISTRICT	CENSUS For Apportionment of Public Funds: Number of Children between the ages of 6 and 21 years	Male	Female	Under 6 years of age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2: No. of Such Children who attended the District School at least 12 weeks during the year ending August 31, 1902	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Logan	54	24	30	36	22	14	.....	$50	1	1	25	23	.....	....	1	1	....	....	8	13
Manhattan	54	26	28	29	15	14	65	.....	.....	2	20	.....	.....	1	....	1	....	....	8	7
Central Park	32	18	14	8	5	3	.....	45	.....	1	13	13	.....	....	1	1	....	....	7	8
East Gallatin	79	39	40	28	15	13	55	.....	1	2	28	25	.....	1	....	1	....	....	5	12
Lane	30	17	13	17	12	5	50	.....	.....	2	15	12	.....	1	....	1	....	....	5	12
Bozeman	1,287	654	633	417	205	212	75	64	.....	1 to 8	560	.....	.....	2	20	22	1	30	8	15
Grayling	4	1	3	8	4	4	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Cedar View	49	24	25	15	9	6	.....	50	1	1	16	16	.....	....	1	1	....	....	5	16
Wilson Creek	47	22	25	19	12	7	.....	45	.....	3	22	18	.....	....	1	1	....	....	6	18
Rea	38	25	13	5	3	2	.....	50	.....	1	19	15	.....	....	1	1	....	....	7	15
Decker	24	11	13	13	6	7	50	.....	.....	1	12	12	.....	1	....	1	....	....	6	15
Cameron	26	13	13	8	4	4	.....	45	.....	1	18	18	.....	....	1	1	....	....	6	12
Rochambeau	15	8	7	7	5	2	.....	30	.....	1	5	5	.....	....	1	1	....	....	3	....
Willow Creek	40	15	25	19	11	8	.....	55	.....	2	12	10	.....	....	1	1	....	....	7	15
Walker	23	11	12	13	9	4	.....	40	.....	2	6	6	.....	....	1	1	....	....	6	....
Reese Creek	41	15	26	18	9	9	.....	40	.....	2	17	17	.....	....	1	1	....	....	7	15
Hoffman	19	10	9	5	4	1	55	50	.....	2	11	11	.....	1	1	1	....	....	8	17
Nelson	28	11	17	16	9	7	.....	50	.....	1	15	15	.....	....	1	1	....	....	8	13
Spring Hill	52	20	22	21	12	9	50	.....	.....	2	20	20	.....	1	....	1	....	....	8	16
Sixteen	23	11	12	7	4	3	.....	40	.....	1	9	7	.....	....	1	1	....	....	6	....
Cottonwood	32	15	17	25	10	15	.....	40	.....	1	12	12	.....	....	1	1	....	....	8	12
Middle Creek	17	8	9	1	.....	1	.....	42	.....	1	12	8	.....	....	1	1	....	....	6	10
Three Forks	15	6	9	.....	.....	.....	.....	60	.....	1	7	7	.....	1	....	1	....	....	6	10
Pass Creek	47	26	21	20	10	10	.....	45	.....	1	17	17	.....	....	1	1	....	....	8	18
Mt. Zion	22	15	7	10	6	4	.....	40	.....	2	12	12	.....	....	1	1	....	....	7	4
Monforton	36	15	21	13	6	7	50	45	.....	1	14	14	.....	1	1	1	....	....	7	14
Lower Madison	33	23	10	14	7	7	.....	45	.....	1	14	14	.....	....	1	1	....	....	7	10
Upper Madison	20	11	9	5	3	2	.....	45	.....	1	9	9	.....	....	1	1	....	....	7	....

Statistical Report of the School Districts n Gallatin County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1. No. of Children between 8 and 14 years of age residing in the District August 31, 1902	2. No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1902	3. No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Heeb	63	29	34	29	10	19	60	.....	.....	2	33	31	.....	1	....	1	....	....	8	13
Story's Mill	24	16	8	18	14	4	.....	50	.....	1	10	10	.....	....	1	1	....	....	5	15
Leverich	44	22	22	8	3	5	40	35	.....	1	17	13	.....	1	1	1	....	....	6	18
Valley View	31	18	13	11	8	3	45	45	.....	2	14	14	.....	1	1	1	....	....	7	8
Bos	19	13	6	8	2	6	42	.....	1	1	11	11	.....	1	....	1	....	....	4	18
Salesville	50	22	28	24	15	9	50	.....	.....	1	22	22	.....	1	....	1	....	....	8	15
Riverside	23	10	13	11	6	5	.....	40	.....	1	12	12	.....	....	1	1	....	....	4	15
Fowler	29	15	14	15	13	2	.....	45	.....	1	15	12	.....	....	1	1	....	....	8	9
Sedan	58	29	29	17	12	5	.....	50	.....	1	27	20	.....	....	1	1	....	....	7	18
Upper Bridger	45	23	22	20	9	11	.....	45	.....	1	19	17	.....	....	1	1	....	....	7	16
Harper	10	5	5	4	3	1	.....	40	.....	1	4	4	.....	....	1	1	....	....	7	....
Anderson	27	15	12	10	5	5	.....	50	.....	1	11	11	.....	....	1	1	....	....	7	10
Camp Creek	21	14	7	11	7	4	.....	40	.....	1	9	9	.....	....	1	1	....	....	8	16
Reservation	52	24	28	21	10	11	.....	45	1	1	21	18	.....	....	1	1	....	....	6	19
Belgrade	87	47	40	34	22	12	60	45	.....	2	34	34	.....	1	1	2	....	....	6	15
Spanish Creek	13	5	8	8	5	3	40	40	.....	1	6	6	.....	1	1	1	....	....	5	15
Durham	36	17	19	31	9	22	.....	45	.....	2	13	13	.....	....	1	1	....	....	6	....
Timberline	25	15	10	2	....	2	.....	45	.....	1	12	10	.....	....	1	1	....	....	7	....
Lower Bridger	34	19	15	9	3	6	.....	40	.....	1	17	16	.....	....	1	1	....	....	6	6
Muir	8	6	2	1	....	1	.....	50	.....	1	4	4	.....	....	1	1	....	....	7	18
Chesnut	140	73	67	60	26	34	60	50	.....	2	72	68	.....	1	1	2	....	....	7	5
Mountain View	22	11	11	14	4	10	.....	35	.....	2	19	12	.....	....	1	1	....	....	7	13
Little Holland	34	19	16	17	5	4	50	.....	.....	1	15	13	.....	1	....	1	....	....	7	18
Smart	35	19	16	17	8	9	.....	50	.....	1	11	11	.....	....	1	1	....	....	8	13
Gallatin & Madison	11	6	5	3	....	3	.....	45	.....	1	5	5	.....	....	1	1	....	....	5	10
Waterman	20	11	9	.....	....	.....	.....	.....	.....	.....	.....	....	.....	....	....	....	....	....	....	....
Totals	3,148	1,607	1,541	1,194	617	577	53	50	6	.....	1,363	722	.....	....	....	....	....	....	7	17

Statistical Report of the School Districts in Gallatin County, Montana—Continued.

DISTRICT	Number of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total Number Days Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	Number of Months of School	Number of Visits by County Superintendent	District Libraries: Number of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Logan		36	173	4,500	85	298					26	93	9	2				1			1	$1,550
Manhattan		41	167	5,406	97	413					32	93	9	1	105	$65		1			1	5,100
Central Park	1	21	148	2,009	80	134					13	93	8	1	34	18		1			1	350
East Gallatin		48	112	4,120	50	360					36	92	6	1	9	6		1			1	1,500
Lane		21	112	2,014	120	331					18	85	6	1	50	25		1			1	950
Bozeman	7	971	175	142,069	137	4,810					855	96	9	18	300	125				2	2	75,000
Grayling																						
Cedar View		30	116	2,726	94	195					24	93	6	2	41	20		1			1	950
Wilson Creek		30	138	2,765	81	321					20	89	7	2				1			1	350
Rea		21	155	2,089	61	123					13	94	8	2	30	18		1			1	460
Decker		23	135	2,295	40	196					17	92	7	1				1			1	550
Cameron		28	132	2,005	69	220					15	90	7	2	25	10		1			1	400
Rochambeau		9	60	315	20	70					5	82	3	1								
Willow Creek		33	155	3,566	33	560					23	86	8	2	25	15		1			1	1,000
Walker		21	120	1,643	40	180					13	90	6	1	22	15		1			1	520
Reese Creek		33	155	3,579	50	420					23	89	8	2			1				1	50
Hoffman		46	177	4,194	120	430					23	90	9	1	11	7		1			1	300
Nelson		29	173	2,072	84	243					12	90	9	2	59	45		1			1	550
Spring Hill		34	176	4,044	35	371					23	92	9	2	100	50		1			1	1,050
Sixteen		9	120	654	20	46					5	93	6		10	5	1				1	20
Cottonwood		26	172	3,018	95	250					17	92	9	2	1	10		1			1	500
Middle Creek		23	130	1,646	50	240					12	87	7	2	22	15		1			1	250
Three Forks	1	24	130	1,950	45	360					15	84	7	1	2	10		1			1	1,100
Pass Creek		41	178	3,443	20	244					19	93	9	2	15	10		1			1	1,020
Mt. Zion		16	144	1,231	2	137					8	90	7	2			1				1	10
Monforton		24	154	1,807	41	158					11	91	8	2	60	40		1			1	650
Lower Madison		23	154	2,685	52	323					17	89	8	1				1			1	205
Upper Madison	1	15	140	1,264	86	153					9	89	7	1	17	20		1			1	800

Statistical Report of the School Districts in Gallatin County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Heeb		61	173	5,010	89	633					29	88	9	2				1			1	650
Story's Mill		18	115	1,855	52	191					16	90	6	2				1			1	250
Leverich		21	138	2,056	98	220					15	90	7	2	56	25		1			1	250
Valley View		32	148	3,207	25	353					21	90	7	3	50	60	1				1	400
Bos		16	98	1,114	40	93					11	92	5	1				1			1	900
Salesville		46	175	4,483	41	289					25	93	9	1	19	15		1			1	100
Riverside		17	95	988	24	125					10	88	5	1	20	15		1			1	500
Fowler		19	169	2,278	19	235					13	90	9	2	20	12		1			1	300
Sedan		32	158	4,632	72	294					29	94	8	1	104	65		1			1	1,052
Upper Bridger		33	156	3,266	97	257					21	92	8	2	3	20		1			1	550
Harper		7	140	756	19	38					5	95	7	3				1			1	650
Anderson		20	150	1,968	80	235					13	89	8	2				1			1	450
Camp Creek		17	176	2,115	95	192					12	91	9	1			1				1	
Reservation		26	139	2,342	43	218					16	91	7	1				1			1	620
Belgrade		66	135	5,520	106	680					41	89	7	4	124	80		1			1	5,500
Spanish Creek		15	115	1,071	28	180					9	85	6	1	44	25	1				1	100
Durham		36	120	2,286	75	250					19	90	6	2	150	40		1			1	1,020
Timberline		14	140	1,318	10	120					9	90	7	1	1	10	1				1	20
Lower Bridger		23	126	1,894	70	169					15	91	6	1				1			1	530
Muir		8	158	1,196	10	130					7	90	8	1	167	100		1			1	550
Chestnut	1	100	145	11.455	92	1,015					79	91	8	4	15	8		1			1	500
Mountain View		18	153	1,837	45	214					12	89	8	1				1			1	650
Little Holland		30	158	3,480	50	215					22	94	8	2	47	30		1			1	400
Smart		35	173	3,386	85	326					19	91	9	2	15	10		1			1	500
Gallatin & Madison	1	9	110	547	10	58					5	90	6	1	44	25	1				1	
Waterman																	1				1	
Totals	12	2,445	7,464	284,169	3,082	18,316					1,768	90	385	101	1,817	1,069	9	42		2	53	$110,725

Financial Report of the School Districts in Granite County, Montana, for the Year Ending August 31, 1902.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year	Proceeds of School Lands	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Philipsburg	$427 91	$1,998 12	$1,340 75	$4,492 54			$649 00	$8,908 32
2	Granite	433 06	920 87	620 55	700 75			302 30	2,977 53
4	Trout	31 13	55 60	37 45	97 59				221 77
5	Black Pine	54 57						145 43	200 00
6	Princeton	16 02	69 50	46 85	65 46			127 30	325 03
7	Stone	248 67	100 77	67 90	229 90				647 24
8	Flint	48 85	135 52	91 35	335 22			237 50	847 44
9	Manley	12 43			135 75				148 18
10	New Chicago	215 60	159 85	107 75	515 66				998 86
11	Drummond	438 76	229 35	154 55	791 68				1,614 34
12	Bearmouth	118 17	90 35	60 90					269 42
13	Hoover								
14	Wilow Creek	166 16	76 45	57 30	166 38				466 29
16	Garnet	42 57	260 62	175 65	372 40				851 24
17	Bonita								
18	Rock Creek	96 46	38 22	25 75	240 51				400 94
	Totals	$2,350 36	$4,135 22	$2,786 75	$8,143 84			$1,461 53	$18,876 60

Financial Report of the School Districts in Granite County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Philipsburg	$7,090 00	$30 00	.....	$442 06	$1,174 79	.....	.....	$171 47	$8,908 32
2	Granite	2,636 75	.....	.....	90 60	302 43	.....	.....	52 25	2,977 53
4	Trout	180 00	.....	13 54	8 50	.....	.....	.....	19 73	221 77
5	Black Pine	200 00	.....	.....	.....	.....	.....	.....	.....	200 00
6	Princeton	325 00	.....	.....	.....	.....	.....	.....	03	325 03
7	Stone	400 00	.....	.....	33 48	39 90	.....	.....	173 86	647 24
8	Flint	425 00	.....	.....	154 56	30 00	.....	.....	237 88	847 44
9	Manley	.....	.....	.....	.....	.....	.....	.....	148 18	148 18
10	New Chicago	534 00	.....	.....	.....	44 00	.....	.....	420 86	998 86
11	Drummond	480 00	.....	.....	.....	26 00	.....	.....	1,108 34	1,614 34
12	Bearmouth	200 00	.....	40 00	.....	20 00	.....	.....	9 42	269 42
13	Hoover	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Willow Creek	250 00	.....	.....	10 50	6 00	.....	.....	199 79	466 29
16	Garnet	590 00	17 68	.....	.....	165 00	.....	.....	78 56	851 24
17	Bonita	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Rock Creek	246 38	.....	.....	.....	.....	.....	.....	154 56	400 94
	Totals	$13,557 13	$47 68	$53 54	$739 70	$1,808 12	.....	.....	$2,722 68	$18,876 60

Statistical Report of the School Districts in Granite County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1901	2 No. of such Children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such children who attended private school or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Philipsburg	525	264	261	195	87	108	$125	$71⅞	.....	1 to 7	237	237	1	1	8	9	....	....	10	....
Granite	212	110	102	139	77	62	125	70	.....	2 to 8	106	102	.....	1	2	3	....	....	9	15
Trout	25	12	13	8	4	4	.....	45	.....	1	14	8	4	....	1	1	....	....	4	....
Black Pine	6	4	2	5	3	2	50	.....	.....	1	2	2	.....	1	....	1	....	....	4	....
Princeton	29	19	10	7	3	4	.....	50	.....	1	10	6	.....	....	1	1	....	....	6	10
Stone	37	18	19	22	15	7	.....	50	.....	1	20	15	.....	....	1	1	....	....	7	....
Flint	60	27	33	11	6	5	.....	50	.....	1	26	22	.....	....	1	1	....	....	8	5
New Chicago	45	24	21	5	3	2	.....	60	.....	2	17	17	.....	....	1	1	....	5	9	....
Drummond	59	26	33	14	6	8	.....	60	.....	4	24	23	.....	....	1	1	....	3	8	....
Bearmouth	23	16	7	6	4	2	.....	50	.....	1	7	4	6	....	1	1	....	....	....	....
Hoover	7	3	4	5	2	3	.....	50	.....	3	3	3	.....	....	1	1	....	....	....	....
Willow Creek	28	18	10	5	4	1	.....	50	.....	1	8	5	.....	....	1	1	....	....	5	....
Garnet	81	39	42	34	18	16	.....	75	.....	1	39	35	.....	....	1	1	....	....	7	15
Bonita	14	8	6	1	1	.....	.....	60	.....	1	7	1	6	....	1	1	....	....	7	10
Rock Creek	8	5	3	.....	.....	.....	.....	50	.....	1	4	4	.....	....	1	1	....	....	5	5
Totals	1,159	593	566	457	233	224	$100	$56.56	.....	.....	524	484	17	3	22	25	....	10	96	60

Statistical Report of the School Districts in Granite County, Montana—Continued.

DISTRICT	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Philipsburg	2	411	61.116	.....	485	4,164	....	....	....	.....	325	93	10	18	990	$1,230	....	....	....	1	1	$30,000
Granite	....	163	23,008	.....	62	3,035	....	....	....	.....	130	89	9¾	2	60	55	....	1	....	....	1	2,500
Trout	1	16	789.5	.....	60	94.5	....	....	....	.....	10	89	4	1	.....	.....	1	....	....	....	1	200
Black Pine	....	10	608	.....	....	192	....	....	....	.....	8	81	4	....	.....	.....	1	....	....	....	1	810
Princeton	....	18	1,405	.....	6	228	....	....	89	.....	10	86	6½	1	14	9	1	....	....	....	1	400
Stone	....	19	1,598	.....	233	217	....	....	....	.....	13	88	7	1	50	20	....	1	....	....	1	850
Flint	....	38	3.964	.....	108	575	....	....	....	.....	27	87	8¼	2	70	37	....	1	....	....	1	1,000
New Chicago	....	30	3,159	.....	35	535	....	....	....	.....	19	84	9	....	81	40	....	1	....	....	1	350
Drummond	....	40	5,006	.....	92	961	....	....	....	.....	33	83	8	3	90	60	....	1	....	....	1	550
Bearmouth	....	10	287	.....	12	333	....	....	....	.....	3	46	4	1	18	10	....	1	....	....	1	100
Hoover	....	.....	.....	.....	....	.....	....	....	....	.....	.....	.....	....	....	.....	.....	....	....	....	....	....	.....
Willow Creek	....	17	1,280	.....	29	160	....	....	....	.....	12	88	5	1	29	17	1	....	....	....	1	350
Garnet	....	67	7,397	.....	300	769	....	....	....	.....	49	90	7¾	2	68	37	....	1	....	....	1	450
Bonita	....	1	130	.....	....	20	....	....	....	.....	1	86	7½	....	126	44	....	1	....	....	1	900
Rock Creek	....	7	494	.....	28	22	....	....	....	.....	4	94	5¼	1	.....	.....	1	....	....	....	1	200
Totals	3	847	110,241	.....	1450	.....	....	....	89	.....	644	84	96	33	1,596	$1,559	5	8	....	1	14	$38,660

Financial Report of the School Districts in Jefferson County, Montana, for the Year Ending August 31, 1902.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Clancy	$1,388 07	$1,263 00	.....	$512 08	$727 62	.....	$1,120 81	$5,011 58
2	Jefferson City	234 14	294 70	.....	161 30	.....	.....	.....	690 14
3	Wickes	481 99	479 94	.....	186 90	.....	.....	.....	1,148 83
4	Whitehall	2,105 48	1,246 16	.....	1,156 65	684 33	.....	829 53	7,022 15
7	Boulder	1,168 69	1,667 16	.....	1,222 08	1,819 85	.....	.....	6,575 46
10	Weber	15	126 30	.....	584 95	.....	.....	.....	711 40
14	Elk Park	9 75	218 92	.....	201 75	.....	.....	.....	430 42
17	Willow Creek	184 56	168 40	.....	285 48	.....	.....	.....	638 44
18	Finn	88 91	134 72	.....	146 35	.....	.....	.....	369 98
20	Comet	.....	.....	.....	.....	.....	.....	.....	.....
21	Woodville	140 72	227 34	.....	183 19	.....	.....	.....	551 25
22	Elkhorn	484 36	774 64	.....	316 00	.....	.....	.....	1,575 00
23	Pleasant Valley	245 36	419 16	.....	181 78	1,906 96	.....	.....	2,753 26
24	Cold Springs	142 02	210 50	.....	.....	.....	.....	.....	352 52
25	Gregory	56 29	117 88	.....	95 40	.....	.....	.....	269 57
26	Mitchell Gulch	336 63	117 88	.....	.....	.....	.....	.....	454 51
27	Corbin	337 80	395 74	.....	154 35	.....	.....	.....	887 89
28	Basin	395 52	867 26	.....	1,813 27	2,352 83	.....	2,015 82	7,444 70
31	Jefferson Island	109 94	168 40	.....	.....	.....	.....	.....	273 34
32	Bernice	32 81	286 28	.....	129 05	.....	.....	.....	448 14
33	Lump City	190 44	488 36	.....	425 70	.....	.....	.....	1,104 50
	Totals	$8,133 63	$9,678 74	.....	$7,756 28	$8,491 59	.....	$3,966 16	$38,718 08

Financial Report of the School Districts in Jefferson County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Clancy	$1,215 00		$35 25	$609 60	$319 49	$1,270 00	$21 65	$1,530 59	$5,011 58
2	Jefferson City	430 00				35 25			224 89	690 14
3	Wickes	630 00	41 33	16 33	6 00	94 37			360 80	1,148 83
4	Whitehall	2,732 17				721 55	1,483 24		2,085 19	7,022 15
7	Boulder	1,940 00	110 25	7 55	780 35	906 01	1,000 00	430 00	1,401 30	6,575 46
10	Weber	278 00	16 20		194 70	32 87			189 63	711 40
14	Elk Park	135 00	15 10		67 50	22 35			190 40	430 42
17	Willow Creek	315 00	46 60			26 10			250 74	638 44
18	Finn	210 00	13 00		102 50	8 40			36 08	369 98
20	Comet									
21	Woodville	325 00				41 50			184 75	551 25
22	Elkhorn	1,220 00	21 35			100 65			233 00	1,575 00
23	Pleasant Valley	360 00		25 55	218 12	73 30	1,852 83		223 46	2,753 26
24	Cold Springs	300 00				25 95			21 57	352 52
25	Gregory	217 50				2 00			50 70	269 57
26	Mitchell Gulch	434 25				2 50			17 76	454 51
27	Corbin	398 87			10 00	48 35			430 67	887 89
28	Basin	962 20	51 25	38 25	1,310 00	93 70	3,724 16		1,265 14	744 70
31	Jefferson Island	138 00				2 75			137 59	278 34
32	Bernice	235 00				5 50			197 64	448 14
33	Lump City	662 50		27 50	54 75	54 75			305 00	1,104 50
	Totals	$13,138 49	$315 08	$150 43	$3,353 59	$2,617 34	$9,330 33	$451 65	$9,341 27	$38,718 08

Statistical Report of the School Districts in Jefferson County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Clancy	138	68	70	47	19	28	.....	67	.....	2 & 1	86	78	.....	....	2	2	....	....	8	17
Jefferson City	41	16	25	22	11	11	.....	60	.....	2	17	16	.....	....	1	1	....	....	6½	10
Wickes	52	30	22	11	6	5	.....	70	.....	1	32	32	.....	....	1	1	....	....	9	....
Whitehall	199	88	111	106	62	44	100	60	.....	2	75	92	.....	1	3	4	....	....	11	10
Boulder	191	90	101	108	46	62	85	65	.....	1	89	81	.....	1	2	3	....	....	8	12
Weber	15	7	8	13	10	3	.....	45	.....	1	5	5	.....	....	1	1	....	....	4	17
Elk Park	30	17	13	11	7	4	.....	45	.....	2	10	8	.....	....	1	1	....	....	2	18
Willow Creek	19	8	11	12	8	4	45	.....	.....	1	12	7	.....	1	....	1	....	....	6¾	15
Finn	17	10	7	8	6	2	.....	45	.....	2	11	11	.....	....	1	1	....	....	4	15
Comet	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Woodville	29	17	12	8	3	5	.....	50	.....	1	10	10	.....	....	1	1	....	....	6	5
Elkhorn	118	56	62	42	20	22	.....	80	.....	2	58	43	.....	1	1	2	....	....	6	13
Pleasant Valley	58	29	29	26	13	13	.....	60	.....	1	26	26	.....	....	1	1	....	....	5	14
Cold Springs	26	16	10	2	2	.....	.....	45	.....	1	7	7	.....	....	1	1	....	....	5	16
Gregory	15	10	5	7	5	2	.....	50	.....	1	6	5	.....	....	1	1	....	....	3	18
Mitchell Gulch	14	5	9	4	2	2	.....	45	.....	2	8	8	.....	....	1	1	....	....	3	....
Corbin	51	24	27	13	7	6	.....	65	.....	1	30	30	.....	....	1	1	....	....	7	17
Basin	105	53	52	52	23	29	100	.....	.....	1	53	39	.....	1	....	1	....	....	9	....
Jefferson Island	26	10	16	17	10	7	.....	45	.....	1	9	8	.....	....	1	1	....	....	2	18
Bernice	13	7	6	14	11	3	.....	50	.....	1	9	9	.....	....	1	1	....	....	3	17
Lump	71	39	32	4	1	3	.....	60	.....	1	34	21	.....	....	1	1	....	....	8	....
Totals	1,228	600	628	527	272	255	82.50	56.00	.....	27	587	536	.....	5	22	27	....	....	108	25

Statistical Report of the School Districts in Jefferson County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Clancy		91		14,228	198	1,333					83	89	9	1	350	130				1	1	$5,000
Jefferson City		28		2,860		780					22	78	6	1	88	60		1			1	3,500
Wickes	1	42		4.955	532	941					29	84	9	2	40	80		1			1	1,500
Whitehall	3	136		15,321	169	1345.5					66	91	11	2	500	250				1	1	12,000
Boulder	2	141		14,606	120	1,353					95	89	9	3	650	350				1	1	11,100
Weber		6		398	16	184					4	68	5	2	42	16.20	1				1	156
Elk Park		19		1,026	21	76					17	81	3	1	36	15.10		1			1	100
Willow Creek		12		1,317	51	203					9	81	6	1	36	25.00	1				1	50
Finn		11		682		363					7	65	6	2	50	13.00	1				1	150
Comet																						
Woodville		16		1,391		609					11	69	6	1	1	5.00	1				1	75
Elkhorn		60		7,827	294	353					58	95	7	1	77	60	1	1			2	900
Pleasant Valley		47		4,037½	231	439½					33	89	6	1						1	1	1,650
Cold Springs	1	14		1,494	20	130					9	90	6	2				1			1	500
Gregory		15		1,121	25	49					14	95	4	1				1			1	500
Mitchell Gulch		12		592	53	68					9	89	3	1			1				1	500
Corbin		40		5,850	85	430					37	90	8	1	1	5		1			1	300
Basin	1	66		5,779	201	1,389					32	80	9	2	344	350		1			1	6,000
Jefferson Island		16		580	4	6					10	90	3	1			1				1	
Bernice		17		924	5	17½					29	95	4	2			1				1	75
Lump		29		3,200		1,440					20	70	8	1		60	1				1	
Totals	8	839		88,189	2025	10,940					574	81	120	29	1,679	1,169	9	8	4	21	21	$33,156

Financial Report of the School Districts in Lewis and Clarke County, Montana, for the Year Ending August 31, 1902.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Helena	$4,984 03	$24,643 78	$7,690 50	$50,706 29		$2,392 00	$769 93	$91,186 53
2	Kenwood	976 64	7,480 52	279 00	1,378 46				5,114 62
3	Prickly Pear Valley	173 13	485 02	96 75	581 04				1,335 94
4	Trinity	314 51	485 02	96 75	366 41				1,262 69
5	Harmony	388 19	115 36	36 00	496 05				1,035 60
6	College Place	276 39	418 18	130 50	609 81				1,434 88
7	Rimini	18 36	416 24	99 00	339 11				872 71
8	Middle Fork	375 78	194 67	60 75	181 66				812 86
9	East Helena	605 48	2,409 02	706 50	5,353 97	$6,000 00		756 80	15,831 77
10	Rohner	136 79	86 52	27 00					250 31
11	Augusta	346 03	641 69	200 25	746 24				1,934 21
12	Marysville	1,850 79	3,316 60	1,035 00	2,414 03				8,616 42
13	Cartersville	357 66	194 67	60 75	228 13				841 21
14	Mountain	895 91	454 23	141 75	307 88				1,799 77
15	Upper Silver	115 00	108 15	33 75	216 98				473 88
17	Silver City	530 40	154 25	69 75					754 40
18	Fulton	275 68	134 61	47 25	190 75			6 40	654 69
19	Gloster	87 87	100 94	31 50	94 36				314 67
20	Unionville	342 26	205 12	72 00	103 06				722 44
21	Mitchell	159 18	151 41	47 25	506 24				864 08

Financial Report of School Districts in Lewis and Clarke County, Montana—Continued.

No. of Each District	COUNTY	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to County During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
22	Dearborn	190 12	129 78	40 50	929 21				1,289 61
23	Dearborn Canyon	495 01	288 40	90 00	284 44				1,157 85
24	Baxendale	499 60	237 95	74 25	252 46				1,064 26
25	Craig	329 05	225 16	175 46	422 43	952 24			2,104 34
26	Mt. Ree	255 39	64 89	20 25				24 00	364 53
27	Hogan	169 30	102 06		200 00				471 36
28	Butler	305 40	194 67	60 75	361 24				922 06
29	Willard	133 82	179 48	151 93	63 00				528 23
30	Longview	66 09	86 52	27 00	217 13				396 74
32	Clough	191 71	194 67	60 75	254 66				701 79
33	York	662 69	288 40	90 00					1,041 09
34	Canyon Ferry	221 82	180 25	56 25	526 83			20 41	1,005 56
35	Stickney	343 19	259 56	81 00	274 48				958 23
36	Little Prickly Pear	329 00	173 04	54 00	221 51				777 55
37	Bald Butte	233 38	432 60	135 00	1,447 72				2,248 70
38	Lincoln	283 50	194 67	60 75	99 03				637 95
39	Silver Camp	177 19	100 94	31 50	65 50			83 70	458 83
	Totals	$18,096 34	$40,529 04	$12,171 39	$70,440 11	$6,952 24	$2,392 00	$1,661 24	$152,242 36

Financial Report of the School Districts in Lewis and Clarke County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Helena	$44,901 33	$627 00	$538 18	$4,188 27	$12,222 78	.....	$12,625 00	$16,083 97	$91,186 53
2	Kenwood	900 00	11 82	.....	987 93	414 09	$1,000 00	1,027 50	773 28	5,114 62
3	Prickly Pear Valley	630 00	19 00	43 25	.....	141 94	.....	.....	501 75	1,335 94
4	Trinity	630 00	.....	54 85	.....	52 10	.....	.....	525 74	1,262 69
5	Harmony	450 00	10 00	.....	85	35 66	.....	.....	539 09	1,035 60
6	College Place	720 00	21 07	18 85	123 42	116 00	.....	.....	435 54	1,434 88
7	Rimini	480 00	35 00	.....	85 05	120 79	.....	.....	151 87	872 71
8	Middle Fork	362 50	12 64	.....	.....	52 42	.....	.....	385 30	812 86
9	East Helena	4,050 00	141 25	.....	5,729 85	1,109 60	1,500 00	105 00	3,196 07	15,831 77
10	Rohner	.....	.....	.....	.....	13 00	.....	.....	237 31	250 31
11	Augusta	1,410 00	.....	.....	85 11	153 55	.....	.....	285 55	1,934 21
12	Marysville	5,910 00	37 25	98 00	65 00	1,112 64	.....	.....	1,393 53	8,616 42
13	Cartersville	400 00	.....	2 60	207 77	17 80	.....	.....	213 04	841 21
14	Mountain	980 80	27 05	.....	.....	42 90	.....	.....	749 02	1,799 77
15	Upper Silver	300 00	.....	.....	.....	6 00	.....	.....	167 88	473 88
17	Silver City	300 00	23 60	38 95	.....	.....	.....	.....	341 85	754 40
18	Fulton	450 00	9 08	.....	42 38	6 00	.....	.....	147 23	654 69
19	Gloster	150 00	.....	32 90	4 55	.....	.....	.....	127 22	314 67
20	Unionville	487 50	.....	.....	.....	40 50	.....	.....	194 44	722 44
21	Mitchell	365 00	.....	31 50	.....	19 50	.....	.....	448 08	864 08
22	Dearborn	550 00	.....	63 24	10 50	15 40	.....	.....	650 47	1,289 61

Financial Report of the School Districts in Lewis and Clarke County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1902	Total
		9	10	11	12	13	14	15	16	17
23	Dearborn Canyon	848 66	25 14	67 25	104 34	27 00			85 46	1,157 85
24	Baxendale	440 00	14 61		121 10	40 75			447 80	1,064 26
25	Craig	480 00		9 00	21 30	33 50	1,000 00	70 00	490 54	2,104 34
26	Mt. Ree	235 00	10 88			68 15			50 50	364 53
27	Hogan	450 00							21 36	471 36
28	Butler	542 30			17 20	34 15			328 41	922 06
29	Willard	225 00			35 40	29 50			238 33	528 23
30	Longview	310 00	6 50			9 50			70 74	396 74
32	Clough	300 00	17 80	8 65	5 50				369 84	701 79
33	York	520 20			61 15	128 20			331 54	1,041 09
34	Canyon Ferry	300 00	19 70		54 00	78 30			553 56	1,005 56
35	Stickney	471 05	10 20	3 00	4 00				469 98	958 23
36	Little Prickly Pear	150 00	10 00		47 50	24 00		48 00	498 05	777 55
37	Bald Butte	832 50	68 40	60 58	45 90	147 35			1,093 97	2,248 70
38	Lincoln	247 50	6 50			105 45			278 50	637 95
39	Silver Camp	300 00							158 83	458 83
	Totals	$71,129 34	$1,164 49	$1,070 89	$12,048 07	$16,418 52	$3,500 00	$13,875 50	$33,035 64	$152,242 36

Statistical Report of the School Districts in Lewis and Clarke County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children between 8 and 14 years of age residing in the District August 31, 1902	2 No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such Children who attended Private Schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Helena	3,430	1,634	1,796	1,082	588	494	134.33	$84.39	.....	.....	1,570	1,327	.....	4	49	53	5	210	9	....
Kenwood	143	76	67	53	29	24	.....	90 00	.....	.....	45	45	.....	....	1	1	....	....	10	....
Prickly Pear Val.	44	14	30	20	14	6	.....	70 00	.....	.....	13	13	.....	....	1	1	....	....	9	....
Trinity	45	24	21	25	13	12	.....	60 00	.....	.....	16	16	.....	....	1	1	....	....	8	....
Harmony	23	9	14	8	6	2	.....	60 00	.....	.....	12	10	.....	....	1	1	....	....	7	5
College Place	51	24	27	11	8	3	80 00	.....	.....	.....	24	21	1	1	....	1	....	....	9	....
Rimini	32	18	14	11	6	5	65 00	.....	.....	.....	15	14	.....	1	....	1	....	....	8	....
Middle Fork	24	13	11	9	4	5	.....	50 00	.....	.....	14	14	.....	....	1	1	....	....	6	....
East Helena	302	153	149	182	110	72	90 00	75 00	.....	.....	150	144	.....	1	5	6	....	....	9	....
Rohner	13	7	6	4	1	3	.....	50 00	.....	.....	3	....	.....	....	....	....	....	....	....	....
Augusta	92	45	47	36	19	17	60 00	60 00	.....	.....	44	44	.....	1	1	2	....	....	8	....
Marysville	427	224	203	159	86	73	80 00	75 00	.....	.....	240	201	.....	1	6	7	....	....	9	....
Cartersville	31	16	15	14	5	9	.....	50 00	.....	.....	16	16	.....	....	1	1	....	....	8	....
Mountain	71	33	38	25	18	7	50 00	50 00	.....	.....	28	26	2	1	2	3	....	....	6	....
Upper Silver	11	7	4	2	1	1	.....	50 00	.....	.....	7	6	.....	....	1	1	....	....	5	....
Silver City	27	15	12	5	2	3	.....	50 00	.....	.....	20	15	.....	....	1	1	....	....	7	....
Fulton	18	6	12	4	1	3	.....	50 00	.....	.....	9	9	.....	....	1	1	....	....	8	....
Gloster	14	8	6	8	4	4	.....	50 00	.....	.....	4	3	.....	....	1	1	....	....	3	....
Unionville	31	14	17	6	3	3	65 00	.....	.....	.....	15	15	.....	1	....	1	....	....	7	10
Mitchell	23	13	10	13	8	5	.....	50 00	.....	.....	11	7	2	....	1	1	....	....	6	10
Dearborn	27	17	10	9	4	5	.....	50 00	.....	.....	16	8	2	....	1	1	....	....	8	5

Statistical Report of the School Districts in Lewis and Clarke County, Montana—Continued.

DISTRICT	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2: No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Dearborn Canyon	36	20	16	23	15	8	.....	60 00	.....	.....	10	10	.....	....	1	1	....	....	9	....
Baxendale	45	22	23	22	9	13	.....	55 00	.....	.....	11	11	.....	....	1	1	....	....	8	....
Craig	34	23	11	11	4	7	.....	60 00	.....	.....	17	17	.....	....	1	1	....	....	8	....
Mt. Ree	6	4	2	.....	.....	.....	.....	45 00	.....	.....	6	3	2	....	1	1	....	....	5	....
Hogan	12	8	4	8	7	1	50 00	.....	.....	.....	8	8	.....	1	....	1	....	....	8	18
Butler	34	15	19	9	5	4	.....	60 00	.....	.....	15	10	.....	....	1	1	....	....	9	....
Willard	31	19	12	9	8	1	.....	50 00	.....	.....	19	19	.....	....	1	1	....	....	4	4
Longview	16	9	7	5	3	2	.....	50 00	.....	.....	6	5	.....	....	1	1	....	....	6	....
Clough	23	15	8	9	5	4	.....	60 00	.....	.....	14	14	.....	....	1	1	....	....	7	....
York	41	23	18	10	3	7	.....	.....	.....	.....	23	20	.....	1	....	1	....	....	8	....
Canyon Ferry	13	10	3	7	4	3	.....	50 00	.....	.....	5	5	.....	....	1	1	....	....	3	....
Stickney	35	23	12	9	4	5	.....	55 00	.....	.....	15	12	.....	....	1	1	....	....	6	13
Little Prickley Pear	19	7	12	8	6	2	.....	50 00	.....	.....	11	5	.....	....	1	1	....	....	3	....
Bald Butte	54	29	25	32	16	16	90 00	.....	.....	.....	28	28	.....	1	....	1	....	....	9	5
Lincoln	28	14	14	12	4	8	.....	50 00	.....	.....	10	10	.....	....	1	1	....	....	4	15
Silver Camp	16	6	10	13	8	5	.....	50 00	.....	.....	9	9	.....	....	1	1	....	....	3	....
Totals	5,322	2,617	2,705	1,873	1,031	842	$76.43	$57.07	.....	.....	2,479	2,140	8	14	88	102	5	210	7.06	5

Statistical Report of the School Districts in Lewis and Clarke County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total No. Days Attendance	Total Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Helena	16	2395	173	339,035	2646	276735	....	..	5000	140.60	1,886.25	94.	9	35	1,500	1,000	....	....	1	8	9	$450,000
Kenwood	1	85	190	10,319.2	33	527	....	..	180	84.29	54.31	95.14	10	2	20	20	....	....	1	....	1	20,000
Prickly Pear Valley	1	26	177	2,577.2	22	134	....	..	....	.....	14.	95.	9	3	120	80	....	....	....	1	1	2,000
Trinity	....	25	180	2,340	20	225	....	..	42	20.00	13.35	88.7	8	3	30	20	....	1	....	....	1	1,600
Harmony	....	7	148	1,049	....	28	....	..	....	.....	6.	97.	7	2	20	10	1	....	....	....	1	60
College Place	....	31	172	4,198	345	507	....	..	....	.....	22.	88.7	9	2	95	95	....	....	....	1	1	2,500
Rimini	1	33	152	4,855	102	154	....	..	....	.....	30.3	96.9	8	1	79	35	1	....	....	....	1	.....
Middle Fork	....	19	102	1,233.2	69	264.2	....	..	69	.....	12.09	82.3	6	1	27	.....	1	....	....	....	1	.....
East Helena	4	242	171	32,820	....	.....	....	..	150	50.00	181.94	95.	9	7	230	130	....	....	....	1	1	13,250
Rohner	....	....	.....	.....	....	.....	....	..	....	.....	.....	.....	....	....	.....	.....	....	1	....	....	1	450
Augusta	....	67	159	6,934	572	440	....	..	....	.....	21.45	87.	8	1	.....	.....	....	1	....	....	1	1,500
Marysville	4	344	162	42,242	....	.....	....	..	....	.....	257.	93.5	9	2	299	467	....	1	....	....	1	5,700
Cartersville	....	26	141	2,514.2	60	262	....	..	....	.....	17.8	91.	8	2	.....	.....	....	1	....	....	1	.....
Mountain	....	37	59	1,698	59	115	....	..	75	.....	29.	90.	6	3	300	150	1	2	....	....	3	525
Upper Silver	1	7	97	503	20	67	....	..	....	.....	3.33	74.	5	1	.....	.....	....	1	....	....	1	400
Silver City	....	22	115	1,214	....	323	....	..	....	.....	11.	77.	7	2	25	23	....	1	....	....	1	500
Fulton	....	20	118.2	1,346	143	146	....	..	....	.....	11.	89.	8	1	.....	9	1	....	....	....	1	400
Gloster	1	10	58	457	6	38.2	....	..	105	3.60	7.	92.	3	1	20	28	....	1	....	....	1	100
Unionville	1	21	149	2,191	....	374	....	..	....	.....	12.	86.	7	3	69	50	....	1	....	....	1	300
Mitchell	....	15	127	1,126	....	297	....	..	41	.....	12.	90.	6	1	171	85	....	1	....	....	1	500
Dearborn	....	14	175	1,550	158	207	....	..	....	.....	8.8	88.	8	1	29	15.2	1	....	....	....	1	300

Statistical Report of the School Districts in Lewis and Clarke County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. expended for Text Books, year end Aug. 31, 1902	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Dearborn Canyon	1	15	167	2,073	37	100	....	..	....	.....	12.5	95.5	9	1	.....	.....	....	1	....	....	1	.....
Baxendale	....	24	156	2,165	70	220	....	..	50	15.00	15.	88.	8	2	27	20	....	1	....	....	1	550
Craig	....	35	158	2,959	....	.....	....	..	....	.....	18.86	91.	8	2	.....	15	....	1	....	....	1	1,600
Mt. Ree	....	5	58	184	4	41	....	..	....	.....	3.47	81.	5	1	.....	.....	1	....	....	....	1	200
Hogan	....	15	173	1,836	102	184	....	..	40	.....	10.	90.	8	1	.....	.....	1	....	....	....	1	150
Butler	1	23	177	2,576	87	200	....	..	....	.....	14.	90.	9	2	.....	.....	1	....	....	....	1	550
Willard	1	26	78	1,338	25	276	....	..	....	.....	18.47	82.	4	1	25	15	1	....	....	....	1	450
Longview	....	10	118	938	48	95	....	..	....	.....	7.95	90.76	6	1	36	15	1	....	....	....	1	.....
Clough	....	16	113	1,449	9	110	....	..	....	.....	12.9	92.	7	2	24	18	....	1	....	....	1	500
York	....	32	152	3,071	131	1,230	....	..	....	.....	20.	71.	8	1	.....	.....	....	1	....	....	1	300
Canyon Ferry	....	14	58	601	....	57	....	..	....	.....	9.	90.	3	1	.....	.....	....	....	....	....	....	.....
Stickney	....	17	133	1,210	47	444	....	..	....	.....	9.9	73.	6	1	76	30	1	....	....	....	1	150
Little Prickly Pear	.....	5	60	279	4	21	....	..	....	.....	4.5	93.	3	1	20	10	....	1	....	....	1	810
Bald Butte	1	48	161	4,282	92	353	....	..	....	.....	26.96	92.	9	2	50	22	....	1	....	....	1	400
Lincoln	....	18	57	800	113	112	....	..	....	2.95	14.	87.7	4	1	65	40	....	1	....	....	1	675
Silver Camp	....	11	60	808	16	18	....	..	....	1.15	6.16	95.	3	1	.....	.....	1	....	....	....	1	50
Totals	34	3760	4586.2	486,771.5	5040	7847.5	....	..	5752	317.59	2,838.09.	88.7	250	95	3,357	2402.5	13	20	2	11	46	$506,470

Financial Report of the School Districts in Madison County, Montana, for the Year Ending August 31, 1902

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Virginia City	$76 85	$1,240 74		$2,331 31			$20 00	$3,668 90
2	Alder	272 33	284 76		181 62				738 71
3	Adobetown	224 06	440 70		135 19				799 95
4	Laurin	640 00	587 48		36				1,228 11
5	Sheridan	26 36	1,342 44		1,212 70			26 94	2,608 44
6	Lower Wisconsin	462 49	271 20		270 26				1,003 95
7	Twin Bridges	1,519 26	752 58		1,140 98				3,412 82
8	Brandon	188 21	155 94		115 19			8 98	468 32
9	Norris	88 59	379 68		508 00				976 27
10	Ennis	246 03	271 20		418 51				935 74
11	Pony	1,108 95	1,084 80		1,629 93	9,000 00	103 00	700 00	13,626 68
12	Blaine	64 17	108 48		159 50				332 15
13	Meadow Creek	483 32	183 06		208 99			2 75	878 12
14	Ennis	206 80	325 44		545 26				1,077 50
15	Laurin	195 97	246 10		446 52				888 59
16	Norris	272 45	223 74		191 29				687 48
17	Silver Star	187 64	413 58		350 38				951 60
18	Iron Rod	143 44	176 28		134 01				453 73
19	Waterloo	448 70	352 56		328 63	1,000 00	10 00	20 00	2,159 89
20	Pageville	130 49	230 52		89 00				450 01
21	Jefferson Island	145 81	366 12		252 81				764 74
22	Sheridan	560 81	339 00		515 31				1,415 12
23	Ferguson	667 42	400 02		320 77				1,388 21
24	Pageville	93 09	149 16		202 48				444 73
25	Home Park	153 45	230 52		412 55				796 52
26	Upper Wisconsin Creek	218 35	149 16						427 51

Financial Report of the School Districts in Madison County, Montana—Continued

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
27	Melrose	38 53	101 70	.....	268 71	.....	.....	.....	408 94
28	Cameron	20 28	155 95	.....	157 66	.....	.....	.....	333 88
29	Home Park	61 21	88 14	.....	12 76	.....	.....	.....	162 11
30	Blaine	152 86	183 06	.....	42 70	.....	.....	.....	378 62
31	Lakeview	142 35	115 26	.....	50	.....	.....	.....	258 11
32	Pony (Summit Valley)	97 48	223 74	.....	157 63	.....	.....	.....	471 85
33	Ennis Wigwam	246 30	128 02	.....	116 96	.....	.....	.....	492 08
34	Spanish	268 22	67 62	.....	.....	.....	.....	.....	335 84
35	Monida	197 04	142 38	.....	150 17	.....	.....	.....	489 59
36	Revenue	74 94	135 60	.....	.....	.....	.....	.....	215 01
37	Rochester	54 45	576 30	.....	177 43	.....	.....	.....	808 18
38	Lyon	133 30	169 50	.....	85 12	.....	.....	.....	387 92
39	Ennis (Jack Creek)	943 00	169 50	.....	83 42	.....	.....	29 52	291 87
40	Ennis (Farrelton)	113 72	108 48	.....	138 48	.....	.....	.....	360 68
41	Parrot	11 75	237 30	.....	211 16	.....	.....	.....	460 21
42	Silver Star	71 14	135 60	.....	95 88	.....	.....	.....	302 62
43	Monida	23 91	61 02	.....	51 52	.....	.....	.....	136 45
44	Norris	110 74	114 99	.....	361 99	.....	.....	.....	587 72
45	Mammoth	23 86	135 60	.....	39 88	.....	.....	.....	199 34
46	Mayflower	36 79	142 38	.....	44 28	.....	.....	.....	223 45
47	Monida	110 82	142 38	.....	64 76	.....	.....	.....	317 96
48	East Meadow Creek	236 32	223 74	.....	293 88	.....	.....	.....	753 94
49	Spanish	.....	34 35	.....	.....	.....	.....	278 28	312 63
50	Ruby	.....	34 35	.....	.....	.....	.....	75 07	109 42
	Totals	$11,994 32	$14,333 01	.....	$14,656 44	$10,000 00	$113 00	$1,161 54	$51,389 21

Financial Report of the School Districts in Madison County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Virginia City	$2,430 00	$37 85	$2 30	$295 30	$404 10			$499 35	$3.368 90
2	Alder	300 00				1 50			437 21	738 71
3	Adobetown	574 00	15 00			14 65			196 30	799 95
4	Laurin								397 74	1,228 11
5	Sheridan	2,200 00					1,000 00	35 00	405 58	3.640 58
6	Lower Wisconsin								441 30	1,003 95
7	Twin Bridges						1,000 00	180 00	385 72	3,412 82
8	Brandon								353 17	468 32
9	Norris	574 00			127 69				274 58	976 27
10	Ennis	560 00			20 00	27 60			328 14	935 74
11	Pony	1,885 00		413 95	4,197 00				7,130 73	13.626 68
12	Blaine	200 00		6 10		12 50			113 55	332 15
13	Meadow Creek	425 00		200 83					254 44	878 12
14	Ennis	452 70	30 38			131 71			462 71	1,077 50
15	Laurin	500 00			75 05	109 20			204 34	888 59
16	Norris	250 00	20 45			39 80			377 23	687 48
17	Silver Star	375 00			40 40	74 05			462 15	951 60
18	Iron Rod	280 00	18 15			7 55			98 03	453 73
19	Waterloo	362 35			1,236 33	355 27			205 94	2,159 89
20	Pageville	240 00	6 00			35 90			168 11	450 01
21	Jefferson Island	602 75				81 08			80 91	764 74
22	Sheridan	427 50			21 00	107 89	600 00	36 00	222 73	1,415 12
23	Ferguson	530 00				*56 00			802 21	1,388 21
24	Pageville	270 00			23 20	58 90			92 63	444 73
25	Home Park	351 25	1 50			33 59			410 18	796 52
26	Upper Wisconsin Creek	250 00			105 52	15 50			56 49	427 51

Financial Report of the School Districts in Madison County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
27	Melrose	120 00	16 00			10 00			262 94	408 94
28	Cameron	200 00				34 73			99 15	333 88
29	Home Park	162 00							11	162 11
30	Blaine	220 00				12 00			146 62	378 62
31	Lakeview	150 00				11 35			96 76	258 11
32	Pony (Summit Valley)	300 00			14 54	60 95			103 36	478 85
33	Ennis Wigwam	210 00	3 95			21 05		24 00	233 08	492 08
34	Spanish	160 00	15 60			75 50			84 74	335 84
35	Monida	190 00				13 85			285 74	489 59
36	Revenue	204 00				9 35			1 66	215 01
37	Rochester	450 00			30 00	135 58			192 60	808 18
38	Lyon	240 00	9 05			4 95			133 92	387 92
39	Ennis (Jack Creek)	175 00			108 40	7 53			94	291 87
40	Ennis (Farrelton)	240 00	11 00			12 75			96 93	360 68
41	Parrot	400 00				43 15			17 06	460 21
42	Silver Star	220 00	3 10						79 52	302 62
43	Monida	90 00				5 00			41 45	136 45
44	Norris	170 00				207 78			209 94	587 72
45	Mammoth	154 00				31 30			14 04	199 34
46	Mayflower	180 00				11 40			32 05	223 45
47	Monida	225 00	13 85			51 90			27 21	317 96
48	East Meadow Creek	315 00			16 25	25 45			397 24	753 94
49	Spanish								312 63	
50	Ruby								109 42	
	Totals	$18,814 55	$201 88	$623 18	$6,310 68	$2,352 38	$1,600 00	$275 00	$17,840 58	$48,058 72

Statistical Report of the School Districts in Madison County, Montana, for the Year Ending August 31, 1901.

DISTRICTS	CENSUS For Apportionment of School Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2: No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Virginia City	181	86	95	69	39	30	.....	67.5	.....	4-3-2-1	70	68	2	....	4	4	....	....	9	....
Alder	49	24	25	8	4	4	.....	50	.....	1	22	18	.....	....	1	1	....	....	5	13
Adobetown	63	31	32	12	6	6	65	.....	.....	2	24	24	.....	1	....	1	....	....	7	10
Laurin	88	46	42	34	18	16	.....	67½	.....	1	42	39	.....	....	1	1	....	....	8	15
Sheridan	220	103	117	83	34	49	.....	68¾	.....	2-1-1-1	87	63	.....	....	4	4	....	....	8	....
Twin Bridges	42	15	27	17	9	8	60	.....	.....	2	18	....	.....	1	....	1	....	....	8	....
Twin Bridges	114	58	56	43	24	19	.....	.....	.....	2-1	41	....	.....	....	....	....	....	....	....	....
Brandon	21	9	12	15	8	7	50	.....	.....	1	13	.....	.....	1	....	1	....	....	3	....
Norris	68	47	21	38	11	27	.....	50	.....	1	27	22	.....	....	2	2	....	....	6	....
Ennis	33	19	14	6	2	4	65	.....	.....	2	6	6	.....	1	....	1	....	....	7	14
Pony	209	107	102	107	54	53	100	60	1	2-1-1	92	79	.....	2	1	3	....	....	7	14
Blaine	16	9	7	4	2	2	.....	40	.....	.....	3	3	.....	....	1	....	....	....	5	....
Meadow Creek	34	17	17	15	10	5	.....	47½	.....	1	12	12	.....	....	1	1	....	....	8	....
Ennis	68	35	33	12	9	3	.....	50	.....	1	25	25	.....	....	1	1	....	....	8	14
Laurin	36	18	18	12	6	6	.....	50	.....	2	14	14	.....	....	1	1	....	....	8	....
Red Bluff	45	28	17	14	7	7	.....	70	.....	1	25	25	.....	....	1	1	....	....	8	....
Silver Star	51	22	29	27	12	15	75	.....	.....	.....	26	26	.....	1	....	1	....	....	4	18
Iron Rod	28	14	14	25	13	12	.....	55	.....	1	7	7	.....	....	1	1	....	....	6	....
Waterloo	52	27	25	15	8	7	.....	65	1	1	23	23	.....	....	1	1	....	....	5	17
Pageville	30	22	8	11	7	4	.....	40	.....	3	14	10	.....	....	1	1	....	....	6	....
Jefferson Island	46	23	23	21	10	11	75	.....	.....	1	19	19	.....	1	....	1	....	....	7	13
Sheridan	49	30	19	11	5	6	60	.....	.....	.....	24	24	.....	1	....	1	....	....	7	....
Ferguson	63	32	31	24	16	8	.....	47½	.....	.....	24	8	.....	....	1	1	....	....	6	12
Pageville	25	17	8	11	4	7	.....	45	.....	1	11	11	6	....	2	2	1	4	6	....
Home Park	40	14	26	24	15	9	.....	50	.....	.....	20	2	6	....	2	....	1	6	6	....
Upper Wisconsin	18	9	9	4	2	2	.....	50	.....	.....	6	6	.....	....	1	....	....	....	4	....

Statistical Report of the School Districts in Madison County, Montana.—Continued.

DISTRICT	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the County Aug. 31, 1902	2 No. of such children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Melrose	15	7	8	7	4	3	40	40			7	9		1	1	1			6	
Cameron	27	15	12	10	4	6	40				10	9		1		1			5	
Home Park	8	4	4	3	1	2		37⅓			3								3	
Blaine	32	16	16	4	3	1					10	10		1	1	1			3	17
Lakeview	26	14	12	25	17	8		30		1	14	5			1	1			5	15
Pony	37	14	23	15	6	9		60			12	10			1	1			4	18
Ennis Wigwam	17	8	9	18	10	8		42			7	6			1	1				
Spanish	6		6	3	2	1		40		1	4	4			1	1			7	15
Monida	16	8	8	10	6	4		45			8	8			1	1			3	5
Revenue	16	11	5	5	3	2		45			10	10	3		1	1			6	
Rochester	81	41	40	58	24	34		75			35	35			1	1			6	
Lyon	25	8	17	6	4	2		30			11	9	9		1	1			7	5
Ennis	23	15	8	13	6	7		30			10	10			1	1			9	
Eñnis	17	6	11	2	2		40				8	5			1	1			6	
Parrot	25	9	16	17	9	8		50		2	10	10			1	1			8	
Silver Star	22	11	11	5	4	1		40		1	13	13			1	1			5	5
Monida	11	5	6	4	1	3		30		1	3	3			1	1			2	19
Red Bluff	6	3	3	3	2	1		40		2	3	3			1	1			5	10
Mammoth	17	9	8	4	2	2	50			1	8	7		1		1			2	18
Mayflower	25	17	8	7	5	2	60			1	11	6		1		1			2	14
Monida	26	12	14	8	6	2		45			11	11			1	1			5	7
East Meadow Creek	32	18	14	16	5	11		45		2	15	15			1	1			6	15
Spanish	19	14	5	8	6	2	53		1	1	7	7		1		1			3	19
Ruby	52	22	30		10	13														
Totals	2,270	1,149	1,121	969	479	471	59.42	47.40			908	709	24	14	43	57	2	10	6.12	

Statistical Report of the School Districts in Madison County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. expended for Text Books, year end Aug. 31, 1902	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Virginia City	1	135	18,527								103	80	9	3	486	448						$8,000
Alder		32	2,618		98	312					23	89	6	1	1	5						1,200
Adobeton	1	46	4,608			468			85	20	33	91	7	1								200
Laurin		74	8,575		194	2,105					49	80	9	1	42							1,200
Sheridan	1	173	18,603		623	1,600					124	92	8	3	274	237						5,250
Twin Bridges		34	1,097								23		8	1	141	60						600
Tin Brdges																						6,000
Brandon		21	1,023								17	80	3	1	33	40						100
Norris		34	2,275								22											550
Ennis		18	154			756					13	73	6	1								1,100
Pony	2	155	16,456								106	84	8	1	120							10,000
Blaine		7	501		65	49					51	91	5	1	2	8						1,100
Meadow Creek		20	1,984								14	89	8	2	24	14						800
Ennis		38	3,898						115		22		9	1	54	75						900
Laurin		30	2,794			546					12	83	8	1	40	12						1,450
Red Bluff	1	35	2,432								25	80	8	1	50	25						200
Silver Star	1	46	3,622			276					36	94	5	1	12	10						1,250
Iron Rod		15	1,020			720				18.15	9	87	6	2	28							150
Waterloo		39	3,024		188	439					26	87	6	1								1,500
Pageville		25	2,009		98	241					17	89	6	1		1						1,020
Jefferson Island		52	3,985		100	424					26	90	8	1		60						1,250
Sheridan		33	3,374						228		24	80	7	1	64	13						830
Ferguson		17	1,372		130	87					10	61	6	1								300
Pageville		19	1,429		180	51					12	90	1	1	2	10						600
Home Park		19	771		111						5	80	3	1	28							600
Upper Wisconsin		7	472								5	83	4	1								170
Melrose		10	534								10	95	6	1	40	32¾						50

Statistical Report of the School Districts in Madison County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number of Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books owned by District	Total Amt. expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Cameron		14	1,009		13	26					11	97	5	1		20						500
Home Park		4	219			21					31	90	3	1								200
Blaine	1	12	485		52	243					6	66	4	1	44							300
Lakeview	1	9	479		17	12					6	86	5	1	35							200
Pony		23	1,433		75	242					19	85	5	1								100
Ennis Wigwam																						400
Spanish		6	154								5	82	7	1	44	10						100
Monida		14	576										3	1	31	15						50
Revenue	1	19	1,780		31	96					14	96	6	1								
Rochester		54	4,725		208	1,073					43	81	6	1	140	100						200
Lyon		7	893		3	2					5	98	7	1	40	40						110
Ennis		15	1,553		301	295					6	84	6	1	5							100
Ennis		13	722		38	166					6	81	6	1	32	18						142
Parrot		25	2,877		167	323					18	89	8	1								
Silver Star		15	1,562								15	99	5	1	14	15						225
Monida		11	500			101					8	83	3	1								250
Red Bluff		5	403								3	80	5	1	44	25						100
Mammoth		17	796		12	76					13	91	3	1								
Mayflower	1	16	756		18	92					14	89	5	1								50
Monida		13	783		3	576					7	57	7	1	17	23						500
East Meadow Creek		27	1,042		330	330						83	6	1	73	40						1,000
Spanish		9	677			34					8	95	4	1								300
Ruby																						
Totals	12	1,462	227,082		3055	12,566			428	38.15	922	84	282	53	1,964	1,366						$51,197

Financial Report of the School Districts in Meagher County, Montana, for the Year Ending Aug. 31, 1902.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the year	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Big Elk	$396 33	$328 05		$237 87				$962 24
2	Little Elk	491 45	327 25						818 70
3	Martinsdale	196 91	132 00						328 91
4	Lennop	650 41	440 25						1,090 66
5	Castle	1,235 57	612 75						1,848 32
6	Dorsey	364 91	285 00						649 91
7	Sixteen								
8	White Sulphur Springs	5,059 86	3,491 25					1,338 03	9,889 14
9	Newlan	958 39	285 00						1,243 39
10	Ft. Logan	903 09	527 25						1,430 34
11	Woolsey	83 00	57 00						140 00
12	Fergus and Meagher								
13	Cascade & Meagher								
14	Camas Creek	173 96	171 00						344 96
15	Two Dot	13	579 75						579 88
16	Harlowton	180 15	641 25						821 40
17	Copper	109 75	270 75						380 50
18	Delpine								
19	Sweet Grass and Meagher								
	Totals	$10,803 91	$8,148 54		$237 87			$1,338 03	$20,528 35

Financial Report of the School Districts in Meagher County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Big Elk	$410 00				$227 86			$324 38	$962 24
2	Little Elk	540 00			25 56				253 14	818 70
3	Martinsdale	262 91		1 90	17 10	25 00			22 00	328 91
4	Lennop	549 00	40 99	30 98	32 10	43 17			394 42	1,090 66
5	Castle	900 00	40 00	2 35	35 00	164 45			706 52	1,848 32
6	Dorsey	300 00		5 00	15 00	16 55			313 36	649 91
7	Sixteen									
8	White Sulphur Springs	3,250 00	50 00	90 45	518 78	973 55		705 86	4,300 50	9,889 14
9	Newlan	445 00		7 95	7 00	12 00			771 44	1,243 39
10	Ft. Logan	890 00		14 00					526 34	1,430 34
11	Woolsey	80 00							60 00	140 00
12	Fergus and Meagher									
13	Cascade and Meagher									
14	Camas Creek	257 50		67 86		10 00			9 60	344 96
15	Two Dot	400 00		58 22		118 34			3 32	579 88
16	Harlowton	300 00		12 00	72 00	77 10			360 30	821 40
17	Copper	333 00			3 00	44 50				380 50
18	Delpine									
19	Sweet Grass and Meagher									
	Totals	$8,917 41	$130 99	$290 71	$725 54	$1,712 52		$705 86	$8,045 32	$20,528 35

Statistical Report of the School Districts in Meagher County, Montana, for the Year Ending August 31, 1902.

NAME OF DISTRICT	CENSUS For Apportionment of Public Funds: Number of Children between the ages of 6 and 21 years	Male	Female	Under 6 years of age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children who attended the District School at least 12 weeks during the year ending August 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Big Elk	17	11	6	7	2	5		60		4	9	9			1	1			9	
Little Elk	22	13	9	1		1		60		1	6	6			1	1			9	
Martinsdale	16	5	11	7	3	4		50		1	9	9			1	1			5	5
Lennop	34	21	13	27	8	19		55		3	15	15			1	1			11	
Castle	38	17	21	26	12	8	100			2	38	38		1		1			9	
Dorsey	16	9	7	6	3	3		50		1	6	6			1	1			7	
Sixteen	21	13	8	11	8	3		60		1	7	7			1	1			6	
W. S. Springs	239	114	125	47	20	27	100	75		2	100	100		1	3	4			9	
Newlan	22	12	10	10	5	5		65		1	13	13			1	1			9	
Ft. Logan	40	25	15	11	7	4		40		2	13	13			1	1			9	
Woolsey	5	3	2					30		1	4	4			1	1			3	
Fergus & Meagher	6	1	5	1	1			50		1					1	1			1	
Cascade & Meagher				9	4	5		50		4	12	12		1		1			3	
Camas Creek	11	4	7	3		3		45		2	8	8			1	1			5	
Two Dot	29	13	16	14	8	6		50		1	24	24			1	1			8	
Harlowton	45	22	23	16	9	7		50		1	20	20			1	1			6	
Copper	25	17	8	4	2	2		50		1	9	9			1	1			7	
Delpine	22	12	10	8	5	3		50		1	7	7			1	1			3	
Sweet Grass	12	8	4																	
Totals	620	320	300	202	97	105	100	52			300	300		3	18	21			118	5

Statistical Report of the School Districts in Meagher County, Montana—Continued.

DISTRICT	Number of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total Number Days Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	Number of Months of School	Number of Visits by County Superintendent	District Libraries: Number of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Big Elk	1	25	4,150		50	40					24	99	9	2	139	50		1			1	$840
Little Elk		12	1,594		18	216					9	88	9	1			1				1	100
Martinsdale		17	1,224		90	360					12	70	5	5				1			1	100
Lennop		15	1,374		26	121			118	1.48	12	97	11	5	104	60		1			1	800
Castle		38	5,011		19	269					29	95	9	2	200	100		1			1	2,200
Dorsey		6	624		49	349					4	60	7	3				1			1	450
Sixteen		12	1,080		86	147					9	88	6	1			1				1	150
W. S. Springs	4	156	21,840		150	1,400					121	94	9	8						1	1	11,200
Newlan		13	1,080		80	65			160		6	90	9	3				1			1	1,100
Ft. Logan		13	384		55	70					4	84	5	4	100	150	1				1	100
Woolsey		5	285		5	15					4	95	3	2			1				1	50
Fergus & Meagher														1	9	6	1				1	180
Cascade & Meagher		13	720		14	30					12	96	3	1	125	100	1				1	250
Camas Creek		8	233		11	126					4	73	5	3			1				1	100
Two Dot		24	2,459		63	100					16	97	8	3				1			1	750
Harlowton		24	2,210		80	430					20	79	6	1								.....
Copper		14	1,242		57	50					9	96	7	4								.....
Delpine		7	236			6					4	90	3	1			1				1	50
Sweet Grass																	1				1	.....
Totals	5	402	45,746		853	3,794			278	148	299	88	114	50	677	466	9	7		1	17	$18,330

Financial Report of the School Districts in Missoula County, Montana, for the Year Ending August 31, 1902.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Missoula	$5,352 37	$12,302 40	.....	$21,865 54	$45,692 36	.....	$299 05	$85,511 72
2	Frenchtown	477 48	282 75	194 73	338 98	.....	.....	.....	1,245 46
3	Grass Valley	231 83	187 05	96 75	107 91	.....	.....	.....	623 54
4	Hell Gate	315 75	143 55	74 25	383 03	.....	.....	.....	916 58
5	Cold Springs	46 21	208 80	108 00	393 59	.....	.....	.....	756 60
6	Carlton	333 01	243 60	126 00	383 46	.....	.....	.....	1,086 07
7	Lo Lo	348 51	221 85	114 75	357 65	.....	.....	.....	1,042 76
8	Thompson	1,123 45	617 70	263 25	1,712 61	.....	.....	.....	3,717 01
9	Heron	.....	130 50	67 50	465 54	.....	.....	13 80	677 34
10	Plains	235 88	469 80	243 00	1,132 42	.....	.....	.....	2,081 10
11	Potomac	385 86	208 80	108 00	2,048 27	.....	.....	.....	2,750 93
12	Huson	1,213 75	400 20	150 75	.....	.....	.....	.....	1,764 70
13	Clinton	31 87	247 95	128 25	.....	.....	.....	.....	408 07
14	Bonner	328 47	595 95	308 25	1,634 24	.....	.....	.....	2,866 91
15	Brown	3 78	104 40	54 00	245 60	.....	.....	.....	407 78
16	Pattee	620 95	134 85	69 75	.....	.....	.....	.....	825 55
17	Superior	1,027 28	452 40	234 00	402 54	.....	.....	.....	2,116 25
18	Woodman	150 21	113 10	58 50	.....	.....	.....	.....	321 81
19	Ferry	65 40	108 75	56 25	177 91	.....	.....	.....	408 31
20	DeSmet	308 42	204 45	105 75	33 57	.....	.....	33 57	652 19
21	Big Flat	90 31	52 20	27 00	75 14	.....	.....	.....	244 65
22	Big Bend	128 02	174 00	90 00	182 14	.....	.....	.....	574 16

Financial Report of the School Districts in Missoula County.—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to Districts during the year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
23	Target Range	184 97	82 65	42 75					310 37
24	O'Keefe	368 61	269 70	94 50					732 81
25	Stark	34 57	165 30	78 75	142 32				420 94
26	Ess	166 99	73 95	38 25	128 26				407 45
27	Bonita	261 41	156 60	81 00	464 94				963 95
28	Arlee	81 44	156 60	81 00				122 25	441 29
29	Grant Creek	273 29	117 45	60 75	97 60				549 09
30	Quartz	113 78	134 85	69 75					318 38
31	Paradise	31 42	73 95	38 25	211 37				354 99
32	Baird	144 19	121 80	63 00	206 53				535 52
33	Lynch	260 24	334 95	173 25	585 59				1,354 03
34	St. Regis	136 50	247 95	103 50	768 03			40 80	1,296 78
25	Miron	78 20	134 85	69 75	153 82			42 15	478 77
36	Nine Mile		160 95	83 25	378 63				622 83
37	Lothrop		191 40	99 00	450 26			116 85	857 51
38	DeBorgia			24 75				194 34	219 09
39	Nine Mile			63 00				121 80	184 80
40	Valley			56 25				245 00	301 25
41	Evaro			45 00				87 00	132 00
	Totals	$14,749 43	$19,979 62	$4,044 48	$35,527 49	$45,692 36		$1,283 04	$121,276 32

Financial Report of the School Districts in Missoula County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Missoula	$16,566 25	$90 00	$465 37	$6.931 84	$5,192 70	$45,000 00	$2,521 25	$8,744 31	$85.511 72
2	Frenchtown	550 00	.....	76 80	317 87	56 41	.....	.....	244 38	1,245 46
3	Grass Valley	450 00	.....	.....	10 75	21 60	.....	.....	141 19	623 54
4	Hell Gate	287 50	.....	.....	14 29	11 00	.....	.....	603 79	916 58
5	Cold Springs	487 50	15 00	.....	149 40	49 60	.....	.....	55 10	756 60
6	Carlton	450 00	.....	.....	74 10	41 95	.....	.....	520 02	1,086 07
7	Lo Lo	439 50	28 40	16 60	277 58	85 42	.....	60 00	135 26	1,042 76
8	Thompson	1,433 20	74 60	39 36	81 85	350 20	.....	.....	1,736 80	3,717 01
9	Heron	450 00	34 30	10 00	32 10	52 00	81 91	.....	17 03	677 34
10	Plains	1,035 00	24 90	12 50	870 87	109 00	90 00	180 00	.....	*2,322 27
11	Potomac	395 00	37 49	.....	1,839 00	46 30	.....	.....	433 14	2.750 93
12	Huson	540 00	.....	29 00	.....	25 00	.....	.....	1,170 70	1,764 70
13	Clinton	335 00	.....	.....	.....	44 60	.....	.....	28 47	408 07
14	Bonner	1,375 50	44 34	155 55	286 87	131 00	.....	.....	873 65	2,866 91
15	Brown	380 00	.....	2 90	4 00	5 00	.....	.....	15 88	407 78
16	Pattee	180 00	.....	.....	634 25	11 20	.....	.....	10	825 55
17	Superior	835 00	107 85	264 65	193 16	.....	.....	.....	715 56	2,116 22
18	Woodman	198 00	.....	.....	.....	5 50	.....	.....	118 31	321 81
19	Ferry	312 75	6 85	.....	2 10	.....	.....	.....	86 61	408 31
20	DeSmet	400 00	11 60	22 50	30 00	.....	.....	.....	188 09	652 19
21	Big Flat	120 00	.....	12 70	74 91	9 00	.....	.....	28 04	244 65
22	Big Bend	442 00	.....	9 15	95	5 00	.....	.....	117 06	574 16

Financial Report of the School Districts in Missoula County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
23	Target Range	240 00	5 00	.....	24 65	.....	.....	.....	40 72	310 37
24	O'Keefe	400 00	.....	28 25	17 50	67 00	.....	.....	200 06	732 81
25	Stark	240 00	.....	.....	65 72	36 80	.....	.....	78 42	420 94
26	Ess	280 00	.....	.....	72 50	21 65	.....	.....	33 30	407 45
27	Bonita	450 00	17 85	13 35	61 10	49 50	.....	.....	373 15	963 95
28	Arlee	405 00	.....	.....	31 50	.....	.....	.....	1 70	441 29
29	Grant Creek	160 00	.....	.....	.....	2 00	.....	.....	387 09	549 09
30	Quartz	225 00	.....	5 50	6 00	10 00	.....	.....	71 88	318 38
31	Paradise	270 00	.....	.....	1 75	17 25	.....	12 00	53 99	354 99
32	Baird	228 75	.....	.....	82 35	96 00	.....	.....	128 42	535 52
33	Lynch	418 25	45 35	.....	299 00	43 75	.....	.....	547 68	1,354 03
34	St. Regis	630 00	61 53	.....	50 00	161 12	194 34	.....	199 79	1,296 78
35	Miron	286 25	.....	6 15	168 82	14 10	.....	.....	3 45	478 77
36	Nine Mile	435 00	.....	15 28	.....	17 57	.....	.....	154 98	622 83
37	Lothrop	450 00	.....	.....	320 90	67 61	.....	.....	19 00	857 51
38	DeBorgia	157 50	1 20	.....	29 00	30 25	.....	.....	1 14	219 09
39	Nine Mile	150 00	.....	.....	.....	.....	.....	.....	34 80	184 80
40	Valley	174 15	.....	.....	.....	.....	.....	.....	127 10	301 25
41	Evaro	132 00	.....	.....	.....	.....	.....	.....	.....	132 00
	Totals	$33,394 10	$606 26	$1,185 61	$13,056 68	$6,907 08	$45,366 25	$2,773 24	$18,433 25	$121,276 32

* $446.16 overdrawn.

Statistical Report of the School Districts in Missoula County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1901	2 No. of such Children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such children who attended private school or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Missoula	1,896	944	952	680	311	369	75 00	71 35	2	1 to 12	1,603	1,301	278	2	23	25	2	338	9	....
Frenchtown	71	35	36	15	7	8	60 00	50 00	.....	1	42	42	.....	1	....	1	....	....	10	....
Grass Valley	42	20	22	9	6	3	.....	50 00	.....	1	43	13	2	....	1	1	....	....	10	....
Hell Gate	32	16	16	11	7	4	.....	50	.....	1	12	11	1	....	1	1	....	....	3	....
Cold Springs	48	28	20	22	12	10	.....	50 00	.....	1	17	14	3	....	1	1	....	....	10	....
Carlon	57	28	29	30	14	16	.....	55 00	.....	3	25	28	1	....	1	1	....	....	9	15
Lo Lo	56	36	20	9	4	5	.....	50 00	.....	3	16	22	.....	....	1	1	....	....	8	....
Thompson	114	56	58	56	27	29	75 00	60 00	.....	4	40	42	.....	1	1	2	....	....	9	....
Heron	28	15	13	13	5	8	.....	50 00	.....	1	16	13	3	....	1	1	1	....	6	....
Plains	124	60	64	51	30	21	.....	45 00	1	1	58	58	.....	1	1	2	....	....	8	....
Potomac	62	24	28	28	15	13	.....	52 50	1	1	23	26	.....	....	1	1	....	....	5	10
Huson	57	31	26	28	14	14	60 00	.....	.....	1	26	26	.....	1	....	1	....	....	9	....
Clinton	53	30	23	20	13	7	.....	47 50	.....	1	33	29	1	....	1	1	....	....	7	....
Bonner	130	57	73	73	30	43	70 00	55 00	.....	2	54	64	.....	1	2	3	....	....	9	....
Brown	21	8	13	9	4	5	50 00	50 00	.....	1	15	15	.....	1	....	1	....	....	7	12
Pattee	36	20	16	15	9	6	.....	45 00	.....	1	20	10	.....	....	1	1	....	....	6	....
Superior	91	49	32	34	19	15	75 00	40 00	1	1	43	41	.....	1	....	1	....	....	9	....
Woodman	22	12	10	9	2	7	.....	45 00	.....	1	9	8	.....	....	1	1	....	....	6	....
Ferry	26	14	12	15	8	7	.....	45 00	.....	2	10	11	1	....	1	1	....	....	7	....
DeSmet	43	18	25	11	5	6	.....	50 00	.....	2	16	24	.....	....	1	1	....	....	7	12
Big Flat	11	7	4	5	2	3	.....	40 00	1	1	6	1	4	....	1	1	1	5	3	....
Big Bend	53	32	21	13	7	6	55 00	.....	.....	3	25	24	1	1	....	1	....	....	7	15

Statistical Report of the School Districts in Missoula County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1. No. of Children between 8 and 14 years of age residing in the District August 31, 1902	2. No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1902	3. No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Target Range	37	20	17	6	2	4	.....	40 00	.....	1	20	9	.....	....	1	1	....	....	5	10
O'Keefe	27	16	11	12	6	6	.....	60 00	.....	2	8	12	.....	....	1	1	....	....	7	....
Stark	26	13	13	15	9	6	.....	40 00	.....	1	9	7	.....	....	1	1	....	....	6	....
Ess	17	8	9	10	8	2	.....	40 00	.....	1	8	8	.....	....	1	1	....	....	4	....
Bonita	36	20	16	1	....	1	.....	60 00	.....	1	19	20	.....	....	1	1	....	....	8	10
Arlee	48	30	18	10	5	5	.....	45 00	.....	1	18	14	2	....	1	1	1	2	9	....
Grant Creek	30	17	13	8	4	4	.....	40 00	.....	1	11	17	.....	....	1	1	....	....	3	....
Quartz	41	28	13	33	15	18	.....	45 00	.....	1	22	11	.....	....	1	1	....	....	4	18
Paradise	19	15	4	6	3	3	.....	45 00	.....	1	7	6	1	....	1	1	....	....	6	....
Baird	7	2	5	8	4	4	.....	50 00	.....	1	1	4	.....	....	1	1	....	....	4	....
Lynch	64	39	25	14	7	7	.....	45 00	.....	2	24	15	.....	1	....	1	....	....	9	....
St. Regis	25	13	12	9	5	4	.....	70 00	.....	1	11	16	.....	....	1	1	....	....	9	....
Miron	29	14	15	9	5	4	.....	50 00	1	1	22	14	.....	....	1	1	....	....	6	....
Nine Mile	21	12	9	6	2	4	.....	50 00	.....	1	6	10	.....	....	1	1	....	....	9	....
Lothrop	65	29	36	55	26	29	.....	50 00	1	1	31	17	.....	....	1	1	....	....	9	....
DeBorgia	39	25	14	22	12	10	.....	45 00	1	1	17	13	.....	....	1	1	....	....	3	10
Six Mile	32	22	10	16	8	8	.....	50 00	1	1	15	15	.....	....	1	1	....	....	4	....
Valley	35	20	15	28	16	12	.....	50 00	1	1	15	10	.....	....	2	2	....	....	3	....
Evaro	28	19	9	4	3	1	.....	44 00	.....	1	4	6	.....	....	1	1	....	....	8	....
Totals	3,689	1,902	1,787	1,428	691	737	$80 00	$57.87	11	.....	2,420	2,047	298	11	59	70	5	345	7.6	12

Statistical Report of the School Districts in Missoula County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Missoula	11	1,320		148,973	2,048	9,993					876.3	93	9	28	2,009	665		2		4	6	$19,700
Frenchtown		57		4,758½	476	1871½					26	75	10	1	25	15		1			1	1,200
Grass Valley		31		2,797	800	840					16	63	10	1	51	21		1			1	700
Hell Gate		13		597½	13	93½					11	90	3	2	31	13	1				1	200
Cold Springs	1	22		2,169	960	401					11.3	85	10		148	80		1			1	550
Carlon		46		4,561	321	645					27	87	9¾		133	85		1			1	3,200
Lo Lo		31		2,787		194					18	93	8		80	45		1			1	1,500
Thompson	2	75		8,493	9	799					26	91	9		172	95		1			1	4,500
Heron		18		1,829½	20	117½					16.5	92	6		60	45		1			1	500
Plains		94		8,659	140	987					52	89	8		138	153.40		1			1	6,500
Potomac		38		3,040	87	460					28	83	5½		117	78.59		1			1	1,823
Huson		52		4,692	104	1,530					27	75	9		140	100		1			1	550
Clinton		33		444	80	51					10	98	7		100	90		1			1	600
Bonner	1	129		10,976	312	1,418					72	86	9		218	145		1			1	2,000
Brown		43		2,992	7	210					19	93	7⅗		8	16	1				1	710
Pattee		22		1,821	76	306					15	86	6		20	10		1			1	1,720
Superior		68		5,598	165	1,589			187	$53 90	19	87	9		183	150		1			1	1,300
Woodman		15		975	40	312					8.2	80	6		10	5	1				1	500
Ferry		12		1,191½	51	258½					9	84	7		40	25		1			1	600
DeSmet		30		2,390	104	1,281					15	72	7⅗		12	10				1	1	658
Big Flat		7		115	11	19					2	86	3		1	12		1			1	207.39
Big Bend		43		3,549		1,631					23	69	7¾		59	20		1			1	300

Statistical Report of the School Districts in Missoula County, Montana—Continued.

DISTRICT	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, If Any
Target Range	....	14	.....	996½	144	138	....	....	....	.....	9	87	5½	....	23	17	....	1	....	....	1	600
O'Keefe	....	15	.....	1,261½	54	118½	....	....	....	.....	9	91	7	....	20	15	1	....	....	....	1	300
Stark	....	12	.....	286	45	414	....	....	....	.....	1	77	6	....	29	31.75	1	....	....	....	1	300
Ess	....	16	.....	954	7	46	....	....	10	3.65	12.1	95	4	....	10	5	1	....	....	....	1	150
Bonita	....	24	.....	2,596	48	1,484	....	....	....	.....	15	62	8½	....	126	44	....	1	....	....	1	900
Arlee	....	14	.....	1,474½	17	113½	....	....	....	.....	8.5	92	9	....	10	5	....	1	....	....	1	600
Grant Creek	....	20	.....	868½	14	100	....	....	....	.....	14	84	3	....	16	10	....	1	....	....	1	500
Quartz	....	14	.....	1,004	11	268	....	....	....	.....	10	72	4	....	29	11.40	....	1	....	....	1	200
Paradise	1	12	.....	990½	5	57½	....	....	....	.....	8.5	95	6	....	13	10	....	1	....	....	1	450
Baird	....	7	.....	263½	....	20½	....	....	....	.....	5	95	4	....	10	5	....	1	....	....	1	100
Lynch	....	32	.....	3,683	288	645	....	....	....	.....	21	86	9	....	80	75	....	1	....	....	1	1,050
St. Regis	....	31	.....	2,883½	70	260½	....	....	....	.....	16.4	92	9	....	89	45	....	1	....	....	1	900
Miron	....	22	.....	2,385½	31	172	....	....	....	.....	18	87	6	....	.....	.....	1	....	....	....	1	300
Nine Mile	....	11	.....	1,197	31	261	....	....	....	.....	8	82	9	....	.....	.....	1	....	....	....	1	200
Lothrop	....	39	.....	4,160	136	815	....	....	....	.....	25	84	9	....	.....	.....	....	1	....	....	1	200
DeBorgia	....	15	.....	656	93	76½	....	....	....	.....	9.3	90	3½	....	.....	.....	....	1	....	....	1	250
Six Mile	....	23	.....	342	6	105	....	....	....	.....	15	76	4	....	.....	.....	....	1	....	....	1	200
Valley	1	17	.....	612	38	70	....	....	30	21 65	10	90	3	....	.....	.....	2	....	....	....	2	270
Evaro	....	14	.....	1,631	45	153	....	....	....	.....	10	88	8	....	.....	.....	....	1	....	....	1	150
Totals	17	2,531	.....	252,053	6,907	29,325	....	....	227	$79 20	37.5	83	285	73	4,210	2,153	10	32	....	5	47	55,988 39

Financial Report of the School Districts in Park County, Montana, for the Year Ending August 31, 1902.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the year.	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Miner	$5 83	$104 16		$73 62				$183 61
2	Richland	18 33	81 84		287 27				387 44
3	Chimney Rock	207 25	90 76						298 08
4	Livingston	2,559 95	3,536 00	1,876 50	7,924 86	25,000 00	$555 00	$1,569 11	43,021 42
5	Bliler	145 43	81 84						227 27
6	Suce Creek	238 48	171 12		282 45				692 05
7	Gardiner	54 27	81 84						278 86
8	Chico	177 61	200 88		85 57				464 06
9	Cooke	44 48	29 76		67 66				141 90
10	Shorthill	24 11	111 60		114 69				250 40
11	Hawkwood	182 64	215 76		159 00				557 40
12	Elton	241 01	141 36						382 37
13	Aldridge	1,072 70	1,718 64		2,020 18				4,811 52
14	Willow Creek	5 66	215 76		69 06				290 48
15	Rock Creek	41 89	186 00		315 79				543 68
16	Francis	240 42	290 16		237 47				768 05
17	Fridley	295 34	364 56		459 98				1,119 88
18	Hunter's	62 37	81 84		157 88				302 09
19	Pine Creek	232 99	364 56		120 39				717 94
20	Cokedale	312 48	245 52		232 13				790 13
21	Lat	6 12	178 56						184 68
22	Sumner	70 67	96 72						167 39

Financial Report of School Districts in Park County, Montana—Continued.

No. of Each District	COUNTY	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to County During the Year	Proceeds of School Lands	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
23	Brackett Creek	56 60	148 80		168 77				374 17
24	Hoffman	284 95	267 84		180 80				733 59
25	Horr	515 26	409 20		2,429 72				3,354 18
26	Palmer	87 99	148 80		495 00				731 79
27	Conrow	85 93	148 80		70 51				305 24
28	Darroch	103 19	111 60		213 61				428 40
29	Jardine	224 07	587 76		394 83				1,206 66
30	Mill Creek	101 00	200 88		100 13				402 01
31	Cottonwood	2 55	133 92		84 27				220 74
32	Murphy	151 15	104 16		27 67				282 98
33	Gordon	28 08	119 04		27 80				174 92
34	Bruffey	96 28	89 28		115 80				301 36
35	Upper Rock Creek	151 41	186 00		162 60				500 01
36	Muir	171 26	225 00		228 66				624 92
37	Myersburg	101 79							101 79
38	Valley View	30 27	108 66		17 84			2 80	129 30
39	Mill Creek Flat	130 63	148 80		77 57				357 00
40	Cutler	39 09	89 28		165 71			123 00	417 08
41	Shields	51 33	238 08		133 84				423 25
42	Cinnabar		74 40		296 65				371 05
	Totals	$8,622 58	$12,129 62	$1,876 50	$18,142 53	$25,000 00	$555 00	$1,694 91	$68,021 14

Financial Report of the School Districts in Park County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Miner	$160 00				$2 00			$21 61	$183 61
2	Richland	336 00				17 84		33 60		387 44
3	Chimney Rock	120 00				19 60			158 48	298 08
4	Livingston	8,409 00	$48 30	$901 34	$11,411 80	1,298 75		1,062 50	19,889 73	43,021 42
5	Bliler	120 00							107 27	227 27
6	Suce Creek	215 00			24 50	60 95	100 00	22 00	269 60	692 05
7	Gardiner	120 00	15 00			22 48			121 38	278 86
8	Chico	266 60	11 90			39 68			145 88	464 06
9	Cooke	35 00				3 24			103 66	141 90
10	Shorthill	100 00	25 00			13 42			111 98	250 40
11	Hawkwood	255 00				36 65			265 75	557 40
12	Elton				71 25				311 12	382 37
13	Aldridge	1,160 00	50 00		500 00	271 45			2,830 07	4,811 52
14	Willow Creek	240 00	8 00			2 90			39 58	290 48
15	Rock Creek	375 00	30 00	5 00		31 50			102 18	543 68
16	Francis	400 00			192 26				175 79	768 05
17	Fridley	300 00		5 00		20 40			794 48	1,119 88
18	Hunters	200 00	2 20	5 90	20 14				73 85	302 09
19	Pine Creek	440 00	8 99			27 20			241 75	717 94
20	Cokedale	440 00	8 75	10 75		42 76	50 56	94 00	143 31	790 13
21	Lat	100 00		10 00		7 60			67 08	184 68
22	Sumner	70 00							97 39	167 39

Financial Report of the School Districts in Park County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1902	Total
		9	10	11	12	13	14	15	16	17
23	Brackett Creek	70 00				3 53			300 64	374 17
24	Hoffman*	425 00	6 40	8 75	45 65	19 85			227 94	733 59
25	Horr	480 00	11 00	80 24	2,232 63	529 67			20 64	3,354 18
26	Palmer	160 00		43 75	17 85	3 00			407 19	731 79
27	Conrow	175 00				5 00			125 24	305 24
28	Darroch	292 50	8 77	16 25	3 75	15 75			91 38	428 40
29	Jardine	900 00	25 00	10 00	50 00	21 61			200 05	1,206 66
30	Mill Creek	180 00	5 40	6 25		31 85			210 36	402 01
31	Cottonwood	100 00							88 89	220 74
32	Murphy	120 00			40 00	3 95			19 03	282 98
33	Gordon	120 00				3 55			51 37	174 92
34	Bruffey	140 00		6 25	60 62	50 30			44 19	301 36
35	Upper Rock Creek	350 00	8 00						142 01	500 01
36	Muir*	250 00	60 00	54 00	60 00	100 66			99 66	624 92
37	Myersburg	101 00							79	101 79
38	Valley View	75 00	2 80	5 15		30 27			16 08	129 30
39	Mill Creek Flat	250 00	10 00			7 75			89 25	357 00
40	Cutler	180 00				15 64			221 44	417 08
41	Shields	229 50	9 00		32 25				152 50	423 25
42	Cinnabar	184 00	4 70		36 15	19 35			126 85	371 05
	Totals	$18,643 60	$359 21	$1,169 23	$14,898 85	$2,780 15	$150 56	$1,178 50	$28,841 04	$68,021 14

* Joint districts with Gallatin County.

Statistical Report of the School Districts in Park County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	Male	Female	Total			Months	Days
Miner	22	10	12	3	1	2		$40		1	11	11			1	1			4	
Richland	11	4	7	3	1	2		40		3	3	3			1	1			8	
Chimney Rock	16	9	7	3	1	2		40		1	6	6			1	1			4	
Livingston	985	481	504	423	240	183	65	65			232	232		1	11	12	1	20	9	
Biller	11	6	5	4	2	2		40		1	6	6			1	1			4	
Suce Creek	29	16	13	14	5	9	50	40		1	15	15		1		1			7	
Gardiner	31	15	16	15	4	11		40		1	13	13			1	1			3	
Chico	33	17	16	12	6	6		45		1	12	12			1	1			6	
Cooke	6	3	3	5	2	3		40		1	2		2		1	1				
Shorthill	13	6	7	10	6	4		40		2	4	4			1	1			3	
Hawkwood	30	17	13	6	2	4		40		1	15	15			1	1			9	
Elton	17	10	7	7	4	3		40		1	8	8			1	1			3	
Aldridge	280	167	113	121	63	58	80	65		3				1	1	2			9	
Willow Creek	35	20	15	9	5	4	40	40		1	17	17			1	1			8	
Rock Creek	35	25	10	15	11	4	50	35		1	14	14		1		1			8	
Francis	40	16	24	11	6	5	50	50		1	9	9			1	1			8	
Fridley	48	20	20	21	12	9		55		2	16	16			1	1			8	
Hunters	15	9	6	7	5	2		45		2	6	6			1	1			8	
Pine Creek	36	18	18	7	4	3	55	50		1	14	21			1	1			8	
Cokedale	36	20	16	4	5			40		3	14	14			1	1			9	
Lat	25	9	16	7	5	2		40		1	10	10			1	1			6	
Sumner	13	9	4	3	2	1		40		1	5	5			1	1			3	
Brackett Creek	16	7	9	10	4	6		40		1	9	9			1	1			8	
Hoffman	65	36	29	22	10	12	60			2	23	23		1		1			9	

Statistical Report of the School Districts in Park County, Montana—Continued.

DISTRICT	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	Male	Female	Total			Months	Days
Horr	70	37	33	41	20	21		60		1	28	28			1	1			8	
Palmer	31	21	10	6	2	4		40		1	9	9			1	1			5	
Conrow	19	9	10	1		1		40		1	5	5			1	1			5	
Daroch	15	10	5	2	1	1		40		1	6	6			1	1			8	
Jardine	89	47	42	53	27	26	70	50		1	35	35		1	1	2			8	
Mill Creek	42	28	14	10	5	5	50	40		3	20	19		1		1			8	
Cottonwood	26	13	13	13	9	4	45	40		1	12	12			1	1			3	
Murphy	18	13	5	7	5	2		40		4	7	6			1	1			4	
Gordon	21	9	12	9	4	5		40		1	9	9			1	1			4	
Bruffey	13	8	5	9	7	2		40		1	6	4			1	1			3	
Upper Rock Creek	22	11	11	5	4	1		40		1	8	5			1	1			8	
Muir	26	13	13	8	6	2		50		1					1	1			8	
Myersburg	6	4	2	10	7	3		40		1					1	1			3	
Valley View	15	10	5	6	1	5		40		1	5	5			1	1			3	
Mill Creek Flat	24	11	13	6	4	2	40			2	11	11		1					8	
Cutler	19	12	7	8	3	5		40		1	8	8			1	1			4	
Shields	47	23	24	19	10	9		40		1	21	20			1	1			8	
Cinnabar	11	9	2	10	5	5		40		1	4	4			1	1			8	
Totals	2,362	1,246	1,116	965	525	440	$54.17	$44.62	3		665	655	2	9	46	55	1	20	6.07	

Statistical Report of the School Districts in Park County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total No. Days Attendance	Total Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Miner		18	1,178½		8	21½					15	91	4	1	26	$16	1				1	$350
Richland		3	382½		3	15½					3	96	8	2	10	5		1			1	1,000
Chimney Rock		6	298½		2	33½					5	90	3	1			1					100
Livingston	5	620	84,250		673	6,460					495	93	9	20	550	300		1		2	3	45,000
Bliler		8	553			63					7	90	5	1	1	10						
Suce Creek		19	1,400½		50	124½					14	91	5	1	25	22				1	1	650
Gardiner		5	166		4	4					3	97	3	2	35	25	1				1	375
Chico		15	1,211		6	54					11	98	6	2	87	35	1				1	50
Cooke		5	168		10	12					3	98	3					1			1	600
Shorthill		13	563½		5	51½					9	88	3	2	47	30	1				1	450
Hawkwood		24	2,003		29	382					17	83	6	1	3	15	1				1	500
Elton		6	231		13	26					4	90	3	1	31	22		1			1	550
Aldridge		120	11,884		117	1,168					85	87	9	2	93	75		1			1	2,000
Willow Creek		17	1,294½		88	293½					11	78	6	1	1	13	1				1	50
Rock Creek		23	1,743		106	411					11	82	8	2	47	40	1				1	150
Francis		28	3,493		40	172					22	95	8	2	13	15	1				1	300
Fridley		33	1,887		120	162					15	92	7	1	40	35		1			1	1,000
Hunters		8	1,037		30	37					7	96	7	1	1	8		1			1	900
Pine Creek		35	3,713		141	487					26	88	8	3	60	40	1				1	400
Cokedale		16	2,054		6	252					13	90	8	1	10	22		1			1	2,500
Lat		15	1,013½		67	69½					10	93	5	1	3	10	1				1	100
Sumner		5	126		31	60					2	68	3	1	1	2	1				1	50

Statistical Report of the School Districts in Park County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Brackett Creek		16	712		62	208					10	79	4	2	3	10	1				1	50
Hoffman		46	4,872½		43	159½					32	96	9	2	11	7		1			1	500
Horr		36	3,542		50	462					26	88	8	3	45	25		1			1	2,500
Palmer		13	685		7	55					9	90	4	1	5	10		1			1	750
Conrow		9	708		6	77					6	93	6	1				1			1	500
Darroch		19	1,100		65	110					8	88	7	2	30	20	1				1	100
Jardine		96	2,162		300	869					52	85	8	2	30	28	1	1			1	1,400
Mill Creek		11	1,177		47	70					7	95	8	2	32	25	2				2	200
Cottonwood		17	578		33	54					10	91	3	1	13	7		1			1	1,000
Murphy		10	476		47	41					6	92	4	1	1	5	1				1	300
Gordon		9	504		19	93					7	84	4	1	1	8	1				1	300
Bruffey		7	178½		11	25½					3	88	3	2	4	12	1				1	500
Upper Rock Creek		13	583½		12	376½					4	61	7	7	63	50		1			1	250
Muir		19	2,057		39	266			125	$25	14	87	8	1	162	100		1			1	525
Myersburg		9	373		36	11					6	91	3	1	1	5		1			1	700
Valley View		16	614		4	61					11	86	5	1	7	3	1				1	150
Mill Creek Flat		16	1,052		41	164					11	86	5	1	20	15		1			1	500
Cutler		1	370		11	75					6	83	3½	1	13	10	1				1	100
Shields		30	2,180		45	390					24	85	6½	5	5	9	1				1	60
Cinnabar		10	741		9	51					8	91	5	1				1			1	50
Totals	5	1,451	145,321		2413	13,928	1	1	125	25	1,048	89	236	81	1,530	$10.89	23	19		3	45	$67,510

Financial Report of the School Districts in Powell County, Montana, for the Year Ending August 31, 1902.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Deer Lodge	$5,265 10	$4,400 22		$1,513 58				$11,178 90
2	Race Track	612 82	403 01						1,015 83
3	Snow Shoe	181 60	122 22						303 82
4	Ophir	122 61	185 14		145 20				452 95
7	Pioneer	659 10	353 45		364 29				1,376 84
8	Bradley	320 61	137 20		191 55				649 36
11	Ovando	620 70	312 34					$385 45	1,318 49
12	Washington Gulch	829 66	273 81						1,103 47
13	Clearwater	612 66	72 48						685 14
15	Helmville	1,642 24	794 07					492 66	2,928 97
16	Strickland	258 23	599 15						857 38
18	Woodworth	405 46	142 12		293 96				841 54
20	Garrison	779 78	277 09						1,056 87
21	Quinlan	23 33	357 75					272 62	653 70
23	Douglass	300 59	149 38						449 97
25	Hoover	667 61	230 86						898 47
26	Sunset	188 20	54 48		125 59			138 30	506 57

Financial Report of the School Districts in Powell County, Montana—Continued

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
27	Elliston	801 22	1,264 67	.....	.....	.....	.....	.....	2,065 89
28	Emery	330 37	217 16	.....	.....	.....	.....	.....	547 53
29	Avon	672 59	323 85	.....	555 45	.....	.....	.....	1,551 89
31	Coloma	162 32	175 60	.....	14 86	.....	.....	.....	352 78
33	Gold Creek	580 14	210 94	.....	641 79	.....	.....	.....	1,432 87
37	Riverside	430 98	187 34	.....	326 11	.....	.....	.....	944 43
38	Blossburg	102 52	61 11	.....	.....	.....	.....	.....	163 63
41	Nevada Creek	384 54	74 69	.....	.....	.....	.....	.....	459 23
42	Salmon Creek	503 20	173 27	.....	153 28	.....	.....	.....	829 75
43	Shanley Creek	406 09	284 20	.....	183 46	.....	.....	.....	873 75
	Totals	$17,864 27	$11,837 60	.....	$4,509 12	.....	.....	$1,289 03	$35,500 02

Financial Report of the School Districts in Powell County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Deer Lodge	$4,365 00			$1,917 89	$540 00		$1,200 00	$3,156 01	$11,178 90
2	Race Track	480 00		37 25	34 00	57 80			406 78	1,015 83
3	Snow Shoe	200 00			68 70				35 12	303 82
4	Ophir	181 00							271 95	452 95
7	Pioneer	250 00			31 00	14 85			1,080 99	1,376 84
8	Bradley	195 00							454 36	649 36
11	Ovando	420 00	20 00	6 15	70 00	40 00			762 34	1,318 49
12	Washington Gulch	216 70							886 77	1,103 47
13	Clearwater	300 00				155 80			229 34	685 14
15	Helmville	810 00			63 60				2,055 37	2,928 97
16	Strickland	360 00			202 95	54 25			240 18	857 38
18	Woodworth	408 00		38 31		43 30			351 93	841 54
20	Garrison	440 00				151 45			465 42	1,056 87
21	Quinlan	300 00							353 70	653 70
23	Douglass	224 95							225 02	449 97

Financial Report of the School Districts in Powell County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
25	Hoover	300 00		3 65	51 80				543 02	898 47
26	Sunset	195 00			10 30	40 85			260 42	506 57
27	Elliston	675 00		31 25	536 00	28 20			795 44	2,065 89
28	Emery	510 00			36 45				1 08	547 53
29	Avon	555 00	18 18	1 80	273 10	205 29			498 52	1,551 89
31	Coloma	211 50							141 28	352 78
33	Gold Creek	225 00			243 00	211 00			753 87	1,432 87
37	Riverside	275 00			265 09				404 34	944 43
38	Blossburg	66 33							97 30	163 63
41	Nevada Creek	178 00							281 23	459 23
42	Salmon Creek	150 00			107 85				571 90	829 75
43	Shanley Creek	200 00	19 60	9 45	426 75				217 95	873 75
	Totals	$12,691 48	$57 78	$127 86	$4,338 48	$1,542 79		$1,200 00	$15,541 63	$35,500 02

Statistical Report of the School Districts in Powell County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of School Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	Male	Female	Total			Months	Days
Deer Lodge	591	292	299	132	57	75	$125	$60			184	184		1	6	7			9	
Race Track	56	28	28	14	4	10		60		2	24	24							8	
Snow Shoe	18	10	8	7	1	3		50			7	7							4	
Ophir	26	18	8	12	8	4		45		2	9	8							4	
Pioneer	49	27	22	22	10	12		50			27	27							5	
Bradley	26	15	11	11	6	5	45				14	14							4	
Ovando	57	33	24	12	5	7		60			16	16							6	
Washington Gulch	38	21	17	8	4	4		50			17	17							6	
Clearwater	14	9	5	6	3	3		60			6	6							4	
Helmville	78	42	36	26	13	13		60			33	33							11	
Strickland, Joint	38	21	17	7	4	3		60			27	27							6	
Woodworth	17	8	9	8	3	5		45			8	8							7	
Garrison	45	26	19	15	6	9		55			20	20							7	
Quinlan, Joint	59	29	30	21	7	14		50			6	6							6	
Douglass	25	17	8	4	3	1		30			8	8							4	

Statistical Report of the School Districts in Powell County, Montana.—Continued.

DISTRICT	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the County Aug. 31, 1902	2 No. of such children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	Male	Female	Total			Months	Days
Hoover, Joint	29	13	16	15	8	7	.....	50	.....	.....	26	26	.....	....	....	....	....	....	6	....
Sunset	12	6	6	2	2	.....	.....	45	.....	.....	11	11	.....	....	....	....	....	....	5	....
Elliston	74	40	34	26	13	13	75	.....	.....	.....	23	23	.....	....	....	....	....	....	9	....
Emery	22	13	9	12	6	6	.....	60	.....	.....	16	16	.....	....	....	....	....	....	8	10
Avon	33	19	14	26	15	11	.....	60	.....	.....	19	19	.....	....	....	....	....	....	9	5
Coloma	23	14	9	.....	.....	.....	.....	50	.....	.....	5	5	.....	....	....	....	....	....	4	....
Gold Creek	28	13	15	12	5	7	.....	50	.....	.....	13	13	.....	....	....	....	....	....	4	....
Riverside	34	22	12	11	7	4	.....	50	.....	.....	17	17	.....	....	....	....	....	....	5	....
Blossburg	15	8	7	2	1	1	.....	33⅓	.....	.....	6	6	.....	....	....	....	....	....	3	....
Nevada Creek	16	12	4	5	3	2	.....	50	.....	.....	.....	.....	.....	....	....	....	....	....	3	....
Salmon Creek	31	15	16	16	10	6	.....	48⅓	.....	.....	13	13	.....	....	....	....	....	....	5	...
Shanley Creek	31	15	16	3	2	1	.....	50	.....	.....	15	15	.....	....	....	....	....	....	6	....
Totals	1,485	786	699	432	206	226	$88 66	$53 47	.....	4	571	570	.....	1	6	7	....	....	5.85	15

Statistical Report of the School Districts in Powell County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. expended for Text Books, year end Aug. 31, 1902	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Deer Lodge	3	435	42,711		512	2,176					246	94	9	12	427	$200						$14,500
Race Track		34	3,738		63	459					22	88	8	1		35						1,040
Snow Shoe		7	401		4	21					5	95	4	1	22	10						50
Ophir		13	457			62					11	88	4	1								
Pioneer		48	3,985		73	479					41	89	5	1								600
Bradley		21	807		98	51					11	94	4	1								100
Ovando		29	1,226		27	176					18	87	6	1	108	80						525
Washington Gulch		21	1,228		188	545					11	68	6	1								190
Clearwater		6	150		7	81					5	95	4	1								450
Helmville		53	6,306		438	999					30	86	11	1								200
Strickland, Joint		35	2,223		14	204					19	90	6	2								400
Woodworth		10	760		74	65					7	91	7	1	15							210
Garrison		24	1,639		10	260					12	86	7	1								700
Quinlan, Joint		13	435		71	178					7	72	6	1								400
Douglass		16	710		18	172					12	80	4	1								300

Statistical Report of the School Districts in Powell County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. expended for Text Books, year end Aug. 31, 1902	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Hoover, Joint		30	2,301		54	1,170					20	66	6	1								275
Sunset		11	454		56	42					5	88	5	1								150
Elliston		43	5,656		45	669					33	82	9	1	12	3 50						700
Emery		31	2,334		27	137					13	94	8	1								175
Avon		35	3,936			1,011					21	79	9	1	48	15						1,250
Coloma		10	472		11	287					6	62	4	1								200
Gold Creek		17	1,398		60	185					11	88	4	1								500
Riverside		18	1,067		44	182					12	85	5	1								400
Blossberg		12	59								5	89	3	1								100
Nevada Creek		3	173		4	7					2	95	3	1	24							300
Salmon Creek		18	1,621		76	213					12	88	5	1	12							100
Shanley Creek		27	1,523		214	429					15	76	6	1	110	60						300
Totals	3	1,020	87,770		2188	11,880					623	85	158	39	778	403.50						$24,115

Financial Report of the School Districts in Ravalli County, Montana, for the Year Ending August 31, 1902

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Augst 31, 1901	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Corvallis	$106 52	$444 81	$319 50	$1,115 51				$1,986 34
2	Stevensville	8 12	2,132 95	479 25	335 19			$200 00	3,155 61
3	Hamilton	808 15	5,798 42	1,192 50	8,265 42	$5,324 75		194 86	21,584 10
4	Etna	100 07	242 20	101 25	149 40			9 00	601 92
5	Grantsdale	716 10	328 92	328 92	754 68				2,128 62
6	Burnt Fork	463 04	353 98	254 25	146 49				1,217 76
7	Victor	433 74	407 23	292 50	582 58			439 60	2,155 65
8	Holden	156 48	100 24	72 00	320 00				648 72
9	Darby	651 73	319 52	229 50	362 26				1,563 01
10	Fair View	214 91	184 12	85 50	76 79				561 32
11	Fair Play	515 79	439 94	209 25					1,164 98
12	Eight Mile	55 34	175 51	121 50	189 08				541 43
13	Lone Stone	239 92	121 03	87 75	266 20				714 90
14	Camas	97 12	240 10	55 94	228 60				621 76
15	Wagner	95 25	216 14	155 25	482 26				948 90
16	Baldwin	897 07	214 02	153 00	165 22				1,429 31
17	Bridge	365 08	90 84	65 25	157 02				678 19

Financial Report of School Districts in Ravalli County, Montana—Continued.

No. of Each District	COUNTY	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to County During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
18	Canyon Creek	550 39	372 77	267 75	.....	.....	.....	1 68	1,192 59
19	Pleasant View	102 14	159 76	114 75	124 37	.....	.....	.....	501 02
20	Como	270 63	122 17	87 75	.....	600 00	.....	.....	1,080 55
22	Robinson	32 54	180 20	105 75	132 16	.....	.....	.....	450 65
23	Rye Creek	158 28	75 19	54 00	54 06	.....	.....	.....	341 53
24	Birch Creek	214 56	84 58	60 75	133 26	.....	.....	.....	493 15
25	Willow Creek	370 15	200 49	144 00	137 45	.....	.....	.....	852 09
26	Bass	93 03	137 83	99 00	324 11	.....	.....	.....	653 97
27	Saw Tooth	111 41	90 84	65 25	157 82	.....	.....	.....	425 32
28	Curlew	61 62	109 65	78 75	261 31	.....	.....	.....	511 33
29	Roll	167 76	119 05	85 50	112 97	.....	.....	.....	485 28
31	Sula	57 99	65 89	47 25	.....	.....	.....	.....	171 13
32	Sleeping Child	135 28	78 41	56 25	59 97	.....	.....	.....	329 91
34	Pine Hollow	29 44	119 04	85 50	129 80	.....	.....	.....	363 78
	Totals	$8,279 75	$13,725 84	$5,555 36	$15,223 98	$5,924 75	.....	$845 14	$49,554 82

Financial Report of the School Districts in Ravalli County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1903	Total
		9	10	11	12	13	14	15	16	17
1	Corvallis	$1,400 00	$18 50	$72 90	$238 20	$111 87	.....	.....	$144 87	$1,986 34
2	Stevensville	1,687 50	.....	.....	945 06	254 15	.....	.....	268 90	3,155 61
3	Hamilton	6,290 00	100 76	115 00	9,511 69	1,915 05	.....	900 00	2,751 60	21,584 10
4	Etna	345 00	.....	.....	163 57	87 08	.....	.....	6 27	601 92
5	Grantsdale	835 00	.....	.....	.....	182 00	500 00	125 00	486 62	2,128 62
6	Burnt Fork	550 00	25 00	3 60	12 60	32 90	.....	.....	593 66	1,217 76
7	Victor	1,035 00	.....	26 25	76 35	249 17	.....	161 84	597 04	2,155 65
8	Holden	371 50	.....	.....	21 90	31 50	.....	104 95	118 87	648 72
9	Darby	985 75	.....	.....	301 48	.....	.....	.....	275 78	1,563 01
10	Fair View	375 00	.....	.....	68 20	.....	.....	.....	118 12	561 32
11	Fair Play	450 00	17 75	9 00	50 40	.....	134 50	6 00	497 33	1,164 98
12	Eight Mile	315 00	.....	.....	29 75	19 05	.....	5 00	172 63	541 43
13	Lone Stone	200 00	.....	.....	157 01	62 53	.....	.....	295 36	714 90
14	Camas	255 00	.....	.....	53 90	39 00	.....	.....	273 86	621 76
15	Wagner	459 50	.....	113 60	.....	78 75	.....	.....	297 05	948 90
16	Baldwin	280 00	.....	10 50	826 71	165 22	.....	.....	146 88	1,429 31
17	Bridge	200 00	.....	.....	10 00	.....	.....	21 00	447 19	678 19
18	Canyon Creek	615 00	.....	.....	101 25	180 73	.....	.....	295 61	1,192 59
19	Pleasant View	352 50	3 00	.....	20 35	1 00	.....	.....	124 17	501 02
20	Como	240 00	.....	.....	650 25	.....	.....	.....	190 30	1,080 55
22	Robinson	350 00	.....	.....	18 65	27 00	.....	.....	55 00	450 65

Financial Report of the School Districts in Ravalli County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
23	Rye Creek	115 00				15 00			211 53	341 53
24	Birch Creek	180 00				1 09			312 06	493 15
25	Willow Creek	380 00	10 00	8 75		9 00			444 34	852 09
26	Bass	385 00			53 42	10 00		30 00	175 55	653 97
27	Saw Tooth	194 00			4 50	20 60			206 22	425 32
28	Curlew	240 00			38 00	20 40		30 00	182 93	511 33
29	Roll	315 00			66 99	8 50			94 79	485 28
31	Sula	105 00				9 00			57 13	171 13
32	Sleeping Child	278 00				3 15			48 76	329 91
34	Pine Hollow	218 35			128 40				17 03	363 78
	Totals	$2,000 10	$175 00	$369 60	$13,548 63	$3,533 74	$634 50	$1,483 79	$9,907 45	$49,554 82

Statistical Report of the School Districts in Ravalli County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1. No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2. No. of such Children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1902	3. No. of such children who attended private school or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	Male	Female	Total			Months	Days
Corvallis	142	71	71	40	25	15	$75	$50		1	61	61		1	2	3			7	5
Stevensville	220	115	105	102	50	52	85	55		1-7	97	97		1	2	3			7	10
Hamilton	544	294	250	208	98	110	150	80	1	1-5	235	238	3	1	8	9	1	3	7	12
Etna	55	35	20	16	11	5		42½		1	18	10			1	1			8	
Grantsdale	126	63	63	37	20	17		50		1	50	50			2	2			9	
Burnt Fork	100	54	46	38	19	19	55			1	42	42		1		1			10	
Victor	139	64	75	30	19	11	65	50		1-6	72	68		1		12				
Holden	54	33	21	16	12	4	50			3	17	68		1	1	1			8	13
Darby	87	35	52	37	16	21		57½		1-2	37	17				2			10	
Fair View	41	21	20	16	6	5		45		1	15	30			2	1			9	
Fair Play	117	49	68	39	18	21	50			2	51	15			1	1			9	
Eight Mile	41	21	20	10	4	6		45		1	14	51		1		1			9	
Lone Stone	51	32	19	15	7	8		40		1	19	14			1	1			8	
Camas	42	22	20	13	7	6		47½		1	26	19			1	1			5	
Wagner	47	23	24	19	9	10	50	60		1	21	26		1	1	1			5	15
Baldwin	70	33	37	37	17	20		40	1	1	21	21				1			8	7
Bridge	33	18	15	6	4	2		50		2	22	21			1	1			7	

Statistical Report of the School Districts in Ravalli County, Montana—Continued.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children between 8 and 14 years of age residing in the District August 31, 1902	2 No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Canyon Creek	136	56	80	58	38	20	.....	45	.....	1	55	55	.....	....	2	2	....	....	6	....
Pleasant View	40	17	23	27	17	10	.....	47	.....	1	17	16	.....	....	1	1	....	....	7	10
Pomo	60	30	30	11	5	6	.....	40	1	1	22	20	.....	....	1	1	....	....	5	14
Robinson	55	34	21	21	11	10	50	.....	.....	1	20	20	.....	1	....	1	....	....	7	....
Rye Creek	32	20	12	18	10	8	.....	40	.....	1	20	16	.....	....	1	1	....	....	3	....
Birch Creek	30	18	12	16	8	8	.....	42½	.....	1	10	10	.....	....	1	1	....	....	6	15
Willow Creek	67	32	35	12	5	7	.....	47½	.....	1	23	20	.....	....	1	1	....	....	8	....
Bass	54	32	22	20	8	12	55	.....	.....	2	23	23	.....	1	....	1	....	....	7	....
Saw Tooth	31	15	16	9	4	5	.....	40	.....	1	19	19	.....	....	1	1	....	....	4	18
Curlew	26	16	10	21	14	10	.....	40	.....	1	28	28	.....	....	1	1	....	....	6	....
Roll	34	16	18	26	10	16	.....	45	.....	1	26	25	.....	....	1	1	....	....	7	....
Sula	18	11	7	7	4	3	.....	35	.....	1	29	28	4	....	1	1	1	4	3	....
Sleeping Child	20	10	10	10	6	4	.....	40	.....	1	25	25	.....	....	1	1	....	....	4	....
Pine Hollow	33	17	16	19	9	10	40	.....	.....	1	14	14	.....	1	....	1	....	....	6	....
Totals	2,545	1,309	1,236	957	387	570	$65.91	$46.50	3	.....	1,152	1,117	11	11	36	47	3	11	213	19

Statistical Report of the School Districts in Ravalli County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Corvallis	1	118	145	8,858	744	1,223	....	....	....	....	61	85	7¼	3	50	$40	....	1	....	....	1	$6,700
Stevensville	....	174	150	19,464	264	583	....	....	....	....	129	85	7½	2	50	50	....	1	....	....	1	3,000
Hamilton	8	470	152	56,384	450	2,072	....	....	....	....	367	96	7⅗	2	500	400	....	....	....	2	2	24,000
Etna	2	38	160	1,763	55	205	....	....	....	....	15	89	8	2	....	....	....	1	....	....	1	1,050
Grantsdale	....	93	180	12,334	461	2,030	....	....	....	....	58	84	9	4	50	60	....	....	....	1	1	3,500
Burnt Fork	1	61	200	6,428	....	2,252	....	....	....	....	32	74	10	1	60	65	....	1	....	....	1	400
Victor	....	110	173	12,692	....	2,115	....	....	....	....	71	87	8	2	75	60	....	....	....	1	1	3,200
Holden	....	29	200	2,751	25	315	....	....	....	....	15	75	10	1	91	70	....	1	....	....	1	530
Darby	....	85	180	9,303	....	2,203	....	....	....	....	54	80	9	2	30	50	....	1	....	....	1	725
Fair View	1	33	180	4,042	60	197	....	....	....	....	28	90	9	2	....	....	....	1	....	....	1	312
Fair Play	....	65	180	5,012	....	847	....	....	....	....	30	81	9	2	50	30	....	1	....	....	1	750
Eight Mile	1	32	160	2,570	173	349	....	....	....	....	20	78	8	2	60	20	....	1	....	....	1	810
Lone Stone	1	52	100	5,850	140	266	....	....	....	....	19	75	5	2	....	....	....	1	....	....	1	320
Camas	....	37	115	2,552	150	210	....	....	....	....	25	88	5¾	2	....	....	1	1	....	....	1	250
Wagner	....	38	167	3,976	78	65	....	....	....	....	24	86	8	1	....	....	....	1	....	....	1	1,100
Baldwin	....	41	140	3,816	188	577	....	....	....	....	26	90	7	2	....	....	....	1	....	....	1	1,020
Bridge	1	22	60	948	....	155	....	....	....	....	16	79	3	1	....	....	....	....	....	....	....	725
Canyon Creek	1	110	120	6,582	343	434	....	....	....	....	77	81	6	2	....	....	....	1	....	....	1	800

Statistical Report of the School Districts in Ravalli County, Montana—Continued.

DISTRICT	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expendel for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Pleasant View		26	150	2,066	140	291					14	87	7½	1				1			1	540
Como		31	114	2,823	127	627					26	82	5	1	40	27		1			1	870
Robinson		45	140	4,056	365	714					30	93	7	1	171	80		1			1	850
Rye Creek	1	24	60	385	10	73					15	72	3	1			1				1	50
Birch Creek		20	135	1,392	71	106					9	92	6	2				1			1	475
Willow Creek		36	160	4,491	22	75					28	82	8	2	20	10		1			1	275
Bass		45	140	3,952		347					28	62	7	1	1	10		1			1	550
Saw Tooth		21	98	768	37	64					13	92	4	1	10	5		1			1	200
Curlew		30	120	2,215	162	319					19	87	6	1	33	25	1	1			1	740
Roll		36	140	3,130	48	329					22	77	7	2			1	1			1	150
Sula		12	60	638	12	82					10	88	3	1				1			1	130
Sleeping Child	1	12	80	825	10	17					11	92	4	1	1	5	1				1	50
Pine Hollow	2	37	120	1,562	14	48					19	70	6	2			1				1	350
Totals	21	1,983	4,061	183,638	3749	19,190					1,311	84	214	53	1,288	1,007	5	23		4	32	$54,372

Financial Report of the School Districts in Rosebud County, Montana, for the Year Ending August 31, 1902.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the year	Proceeds of School Lands	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received from Premium on Bonds	Amount from all Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Decker		$176 34					$297 92	$474 26
2	Rancher	159 95	327 96		191 30				679 21
3	Birney				1,286 61				1,286 61
4	Forsyth	142 52	8,671 71	193 72	3,083 80	4 52			11,096 37
5	Sabra		38 25					127 00	165 25
6	Etchetah	30 14	139 18		350 16				459 20
7	Pleasant Hill	178 84	164 16		215 41			69 00	627 41
8	Lame Deer	374 67	373 53						748 20
9	Little Porcupine and Sand Creek	25 28	426 37		441 72				893 37
12	Rosebud	159 41	245 37		572 53			65 05	1,042 36
13	Howard	132 28	431 07		649 20				1,212 55
17	Kirby	338 92	307 54		170 55				817 01
19	Lee	144 95	474 01		225 24				844 20
23	Big Porcupine	131 85	200 45						332 30
25	Sadie and Lock								
26	Brandenberg		268 81						268 81
28	Sabra	61 66	349 26		284 86				695 78
32	Ashland								
	Totals	$1,820 19	$12,594 11	$193 72	$7,471 38	$4 52		$558 97	$22,642 89

Financial Report of the School Districts in Rosebud County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Decker	$250 00	$18 89	.....	$18 35	$8 00	.....	.....	$179 02	$474 26
2	Rancher	400 00	17 00	5 15	59 50	22 25	.....	.....	175 31	679 21
3	Birney	300 00	.....	.....	2 50	.....	.....	.....	984 11	1,286 61
4	Forsyth	4,464 97	172 59	740 26	4,443 09	1,140 65	.....	.....	1,134 81	12.096 37
5	Sabra	75 00	.....	.....	69 00	4 40	.....	.....	16 85	165 25
6	Etchetah	236 25	11 00	46 00	26 00	15 00	.....	.....	124 95	459 20
7	Pleasant Hill	340 00	96 68	.....	157 55	.....	.....	.....	33 18	627 41
8	Lame Deer	350 00	54 20	.....	51 90	.....	.....	.....	292 10	748 20
9	Little Porcupine	550 00	15 80	.....	.....	.....	.....	.....	327 57	893 57
12	Rosebud	450 00	.....	80 27	316 00	.....	.....	.....	196 09	1,042 36
13	Howard	390 00	.....	.....	10 25	.....	.....	.....	812 30	1,212 55
17	Kirby	190 00	43 86	.....	34 50	2 50	.....	.....	546 15	817 01
19	Lee	407 50	31 87	8 32	33 85	22 12	.....	.....	340 54	844 20
23	Big Porcupine	285 00	32 98	.....	.....	9 05	.....	.....	5 27	332 30
25	Sadie and Lock	.....	.....	.....	.....	.....	.....	.....	.....	.....
26	Brandenberg	100 00	.....	.....	64 00	4 70	.....	.....	100 11	268 81
28	Sabra	325 00	.....	.....	.....	122 00	.....	.....	248 78	695 78
32	Ashland	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	$9,113 72	$494 87	$880 00	$5,286 49	$1,350 67	.....	.....	$5,517 14	$22,642 89

Statistical Report of the School Districts in Rosebud County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education: 1. No. of Children between 8 and 14 years of age residing in the District August 31, 1902	2. No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1902	3. No. of such Children who attended Private Schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Decker	32	18	16	18	8	10	.....	$50	.....	1	13	13	.....	....	1	1	....	....	5	....
Rancher	37	20	18	6	3	3	.....	50	.....	6	16	12	.....	....	1	1	....	....	8	....
Birney	24	12	12	10	8	2	.....	50	1	2	8	8	5	....	....	....	2	....	....	....
Forsyth	289	147	140	141	75	66	80	63	.....	3	126	126	.....	3	6	9	....	....	9	....
Sabra	14	5	9	7	5	2	.....	50	.....	1	7	6	1	....	1	1	1	1	3	....
Etchetah	10	4	6	6	3	3	.....	45	.....	1	5	4	.....	....	1	1	....	....	3	....
Pleasant Hill	9	4	5	4	1	3	.....	50	.....	2	1	1	.....	....	1	1	....	....	5	16
Lame Deer	32	15	17	30	18	12	.....	50	1	1	19	12	7	....	1	1	7	....	7	....
Little Porcupine	29	16	13	8	7	5	.....	50	.....	1	21	13	.....	....	2	....	....	....	6	....
Rosebud	35	22	13	28	14	14	.....	50	.....	2	15	13	.....	....	1	1	....	....	8	....
Howard	28	17	11	10	4	6	.....	50	.....	1	12	10	2	....	1	1	1	2	7	16
Lee	39	19	20	17	9	8	.....	50	.....	3	5	3	3	....	1	1	1	3	8	....
Big Porcupine	18	11	7	6	2	4	50	.....	.....	1	7	7	.....	....	1	1	....	....	6	....
Lock or Sadie	27	19	8	6	2	4	50	.....	.....	2	6	6	.....	1	....	1	....	....	7	....
Brandenburg	30	15	15	10	6	4	.....	50	1	2	13	13	.....	....	1	1	....	....	6	....
In Rosebud Co. only	17	7	10	4	2	2	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Sabra	18	9	9	6	2	4	.....	50	.....	1	13	13	.....	....	1	1	....	....	6	....
Ashland	27	14	13	19	10	9	.....	50	1	1	12	10	.....	....	1	1	....	....	....	....
In Rosebud Co. only	8	6	2	8	4	4	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Kirby	24	15	9	15	10	5	.....	50	.....	2	20	20	.....	....	1	1	....	....	8	....
Totals	690	366	324	330	177	153	$60	$50	4	.....	319	287	18	4	24	28	12	6	103	32

Statistical Report of the School Districts in Rosebud County, Montana—Continued.

DISTRICT	Number of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total Number Days Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	Number of Months of School	Number of Visits by County Superintendent	District Libraries: Number of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Decker	....	22	1,124	1,124	42	322	....	....	42	18.89	11	77	5	1	.....	.....	1	....	....	....	....	50
Rancher	....	24	2,514½	153	183	62½	....	....	....	.....	18	98	8	3	192	97	....	1	....	....	....	1,000
Birney	1	10	913	913	....	104	....	....	....	.....	7	84	6	1	.....	.....	1	....	....	....	....	50
Forsyth	4	213	23,674	23.674	316	9,485	....	....	....	.....	149	94	9	18	700	500	....	....	....	1	....	11,000
Sabra	....	10	336	336	38	23	....	....	22	5.15	5	93	3	1	.....	.....	....	....	....	....	....	.....
Etchetah ..N	1	5	238	238	43	13¼	....	....	....	.....	4	96	3	3	35	25	1	....	....	....	....	50
Pleasant Hill	....	10	482	482	35	101	....	....	....	.....	4	79	5	2	131	100	....	1	....	....	....	500
Lame Deer	....	15	1,680	1,680	89	18	....	....	....	.....	13	85	7	2	135	100	1	....	....	....	....	400
Little Porcupine	....	16	1,800	1,800	....	20	....	....	68	40	13	90	6	2	50	30	2	....	....	....	....	100
Rosebud	....	27	2,023	2,023	229	236	....	....	....	.....	15	89	8	2	.....	.....	....	....	....	....	....	575
Howard	1	21	1,831	1,831	13	60	....	....	....	.....	15	89	7	2	166	75	1	....	....	....	....	160
Lee	....	21	1,607	1,607	....	27½	....	....	99	3.06	12	95	8	3	287	134	1	....	....	....	....	75
Big Porcupine	1	9	1,000	1,000	30	60	....	....	....	.....	7	90	6	2	50	32.89	1	....	....	....	....	25
Lock or Sadie	1	9	935	935	160	118	....	....	....	.....	7	89	7	1	162	75	1	....	....	....	....	275
Brandenburg	....	24	1,778	1,778	60	320	....	....	....	.....	15	82	6	2	100	70	1	....	....	....	....	.....
In Rosebud Co. only	....	.....	.....	.....	....	.....	....	....	....	.....	.....	.....	....	..	.....	.....	....	....	....	....	....	.....
Sabra	1	19	1,028	1,028	9	108	....	....	....	.....	15	90	6	2	.....	.....	1	....	....	....	....	25
Ashland	....	.....	.....	.....	....	.....	....	....	....	.....	.....	.....	....	..	.....	.....	....	1	....	....	....	.....
In Rosebud Co. only	....	.....	.....	.....	....	.....	....	....	....	.....	.....	.....	....	..	.....	.....	....	....	....	....	....	.....
Kirby	....	27	1,786	1,786	60	260	....	....	....	.....	15	87	8	2	100	50	....	1	....	....	....	575
Totals	10	482	44,748	44,748	1315	2,714	....	....	231	$67.20	20	90	108	50	2,108	°	16	5	....	1	22	$15,435

* $1,288.89

Financial Report of the School Districts in Silver Bow County, Montana, for the Year Ending Aug. 31, 1902.

No. of Each District	DISTRICT	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the year.	Text Book Fund	Raised by Special Tax	Amount Received from Sale of Bonds	Sinking Fund	Library Fund	Total
		1	2	3	4	5	6	7	8
1	Butte	170,846 13	$115,297 67	$3,402 58	$157,413 35		$19,807 00	$2,200 00	$468,966 73
2	Burlington	437 39	929 43		521 59			41 62	1,930 03
3	Silver Bow Junction	1,397 52	974 46					46 38	2,418 36
4	Divide	145 90	221 81		564 06			10 09	941 86
5	Melrose	1,222 25	632 68		1,180 96			30 11	3,066 00
6	Brown's Gulch	258 07	267 18		158 37			16 75	700 37
7	Fish Trap	102 10	148 33		188 35			7 06	445 84
8	Feeley	175 82	174 85					8 33	359 00
9	Meadow Gulch	519 40	394 83		31 12			17 45	962 80
10	Ralston	199 62	142 54		101 58			6 79	450 53
11	Fish Creek								
	Totals	175,304 20	$119,183 78	$3,402 58	$160,159 38		$19,807 00	$5,787 16	$480,241 52

Financial Report of the School Districts in Silver Bow County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries and Text Books	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	Transferred to Library Fund	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Butte	$144,892 00	$5,602 58	$3,957 23	$137,589 39	$35,923 71	.....	$7,002 15	$133,999 67	$468,966 73
2	Burlington	1,316 25	2 15	164 17	39 00	42 50	$31 63	.....	334 33	1,930 03
3	Silver Bow Junction	1,180 00	.....	.....	163 25	80 95	34 84	.....	959 32	2,418 36
4	Divide	360 00	.....	.....	163 65	.....	7 92	.....	410 29	941 86
5	Melrose	850 00	.....	16 20	500 00	110 30	22 62	.....	1,566 88	3,066 00
6	Brown's Gulch	434 00	.....	.....	.....	34 25	12 59	.....	219 53	700 37
7	Fish Trap	250 00	1 79	.....	.....	4 41	5 27	.....	184 37	445 84
8	Feeley	212 50	.....	.....	13 50	8 10	6 31	.....	118 59	359 00
9	Meadow Gulch	420 00	.....	.....	20 50	19 50	13 17	.....	489 63	962 80
10	Ralston	280 00	6 00	.....	.....	.....	5 12	.....	159 41	450 53
11	Fish Creek	.....	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	$150,194 75	$5,612 52	$4,137 60	$138,489 29	$35,923 71	$139 47	$7,002 15	$138,442 02	$480,241 52

Statistical Report of the School Districts in Silver Bow County, Montana, for the Year Ending August 31, 1902.

NAME OF DISTRICT	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	Number of Children between the ages of 6 and 21 years	Male	Female	Under 6 years of age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children who attended the District School at least 12 weeks during the year ending August 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	Male	Female	Total			Months	Days
Butte	11,249	5,733	5,516	5,691	2,907	2,784	135	85	.....	9	5,213	4,713	1,336	10	173	183	4	1063	10	....
Burlington	110	56	54	24	12	12	90	75	.....	3	46	32	.....	1	1	2	....	....	8	18
Silver Bow	102	46	56	25	10	15	70	70	.....	1	39	28	.....	1	1	2	....	....	10	2
Divide	23	10	13	3	2	1	.....	60	.....	2	14	14	.....	....	1	1	....	....	7	....
Melrose	86	44	42	35	15	20	.....	65	.....	4	43	40	.....	....	1	1	....	....	10	....
Brown's Gulch	22	10	12	8	2	6	.....	50	.....	1	16	16	.....	....	1	1	....	....	8	....
Fish Trap	15	9	6	1	1	.....	.....	50	.....	1	9	9	.....	....	1	1	....	....	3	....
Feeley	19	11	8	12	4	8	.....	50	.....	1	9	9	.....	....	1	1	....	....	3	15
Meadow Gulch	35	15	20	16	9	7	.....	60	.....	1	16	13	.....	....	1	1	....	....	7	....
Ralston	14	9	5	6	2	4	.....	50	.....	3	11	7	.....	....	1	1	....	....	8	....
Fish Creek	14	4	10	1	.....	1	.....	.....	.....	.....	.....	.....	.....	....	....	....	....	....	....	....
Totals	11,689	5,947	5,742	5,822	2,964	2,858	$98	$63	.....	26	5,414	4,880	1,336	12	182	194	4	1063	75	35

Statistical Report of the School Districts in Silver Bow County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number of Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books owned by District	Total Amt. expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Butte	48	7,393	1,004,400	1,004,400	4.230	40,760	..	..	73,930	3,402.39	5,580	96	10	190	4,489	9,030	....	6	....	13	19	618,289 39
Burlington	....	76	8,869	8,869	42	369	..	..	.....	.....	65	93	8	5	36	50	....	2	....	....	2	300 00
Silver Bow	....	55	4,805	4,805	30	358	..	..	.....	.....	37	94	10	2	.....	.....	....	1	....	1	2	1,800 00
Divide	....	18	3,020	3,020	36	300	..	..	.....	.....	11	92	7	1	.....	.....	....	1	....	....	1	200 00
Melrose	....	47	6,146	6,146	39	369	..	..	.....	.....	33	94	10	2	53	120	....	1	....	....	1	200 00
Brown's Gulch	....	20	850	850	13	115	..	..	.....	.....	13	95	8	2	.....	.....	....	1	....	....	1	300 00
Fish Trap	....	13	553	553	10	12	..	..	.....	.....	10	97	3	1	.....	.....	1	....	....	....	1	100 00
Feeley	....	12	600	600	6	42	..	..	.....	.....	9	94	3	1	.....	.....	....	1	....	....	1	300 00
Meadow Gulch	....	25	2,645	2,645	23	306	..	..	.....	.....	18	95	7	2	25	15	1	....	....	....	1	300 00
Ralston	....	12	1,560	1,560	.....	200	..	..	.....	.....	9	96	8	1	10	6	1	....	....	....	1	200 00
Fish Creek	....	.....	.....	.....	.....	.....	..	..	.....	.....	.....	....	....	..	.....	.....	....	....	....	....	....	.....
Totals	48	7,671	1,033,448	1,033,448	4,429	42,831	..	..	73,930	3,402.39	5,785	94	74	207	4,613	9,221	3	13	....	14	30	624,689 00

Financial Report of the School Districts in Sweet Grass County, Montana, for the Year Ending August 31, 1902.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Big Timber	$609 21	$15,203 03	$510 75	$4,358 00	$8,610 67		$13 20	$15,812 24
2	Swamp Creek	74 52	221 19	42 75	81 35				256 41
3	Settlement	113 79	603 82	92 25	257 63				707 61
4	Basin	136 93	308 08	51 75	114 42				446 01
5	Melville	260 68	892 81	178 18	350 00				1,104 23
6	Nevin	223 54	582 35	69 75	300 00				396 77
7	Howie	327 93	439 69	126 00	415 00				765 89
8	White Beaver	131 25	197 44	63 00	120 00				328 69
9	Reed	43 86	776 30	90 00	250 00			477 07	801 16
10	Kent	99 67	470 68	236 31	141 91				360 00
12	Otter Creek	48 54	222 00	65 25	29 98				259 54
13	McLeod	154 41	363 81						134 21
14	Boulder	2 53	308 95						120 30
15	American Fork	232 48	328 74		189 75				600 47
16	Grey Cliff	9 26	525 58	96 75	275 00				534 84
17	Deer Creek	282 67	740 46	153 00	286 74				1,039 06
18	Duck Creek	75 44	295 84		294 59				370 03
19	Merrill		159 28						1,360 00
20	Nye (Joint)	2 18	448 09						606 26
21	Duffey (Joint)	70 13	166 84	180 00					281 00
22	Curtis	249 54	570 62						16 20

Financial Report of the School Districts in Sweet Grass County.—Continued.

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to Districts during the year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
23	East Boulder	170 00	343 54	.....	.....	.....	.....	.....	12 25
24	Absarokee (Joint)	16 87	11 96	.....	.....	.....	.....	.....	123 08
25	Wormser	212 54	363 19	.....	.....	.....	.....	.....	16 53
26	Sanderson	7 77	263 74	37 00	159 00	.....	.....	.....	263 74
27	Flanagan (Joint)	63 72	304 44	.....	.....	.....	.....	.....	41 62
28	Herrington (Joint)	131 66	310 46	29 25	198 52	.....	.....	.....	440 38
29	West Boulder	89 82	439 52	99 00	176 53	.....	.....	.....	480 47
30	Marley	57 73	755 23	.....	.....	.....	.....	.....	21 34
31	Lower Stillwater (Joint)	136 52	108 44	33 75	.....	.....	.....	.....	244 96
32	Morris	191 77	122 90	.....	.....	.....	.....	.....	16 22
33	Big Elk (Joint)	12 22	120 38	.....	1 51	.....	.....	.....	131 93
34	Columbus (Joint)	.....	.....	.....	.....	.....	.....	.....	.....
	Totals	$14,349 88	$26,974 49	$2,164 74	$8,453 77	$8,610 67	.....	$490 27	$27,093 43

Financial Report of the School Districts in Sweet Grass County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Big Timber	$2,669 94	$77 83	$75 90	$431 10	$567 68	$8,000 00	$1,242 10	$2,265 98	$7,410 53
2	Swamp Creek	135 00							295 71	297 06
3	Settlement	375 00	10 00	7 10	87 10	20 95			224 56	336 46
4	Basin	202 50	13 00		27 00				162 51	365 41
5	Melville	350 00			249 00	71 82			433 41	511 22
6	Nevin	300 00				5 65			544 89	553 54
7	Howie	415 00	10 00	5 45	14 70	28 00			294 47	346 87
8	White Beaver	120 00				4 45			204 24	209 89
9	Reed	250 00		96 20	24 00	51 86			360 70	511 50
10	Kent	360 00			5 00	17 [illegible]			80 65	101 80
12	Otter Creek	135 00		34 88	98 84				40 56	175 63
13	McLeod								173 37	173 37
14	Boulder								160 38	160 38
15	American Fork	200 00		4 25	10 75	8 00			192 22	209 30
16	Grey Cliff	320 63			160 72	50 31			3 68	535 34
17	Deer Creek	522 70	10 00	33 25	51 55	39 30			419 03	1,065 93
18	Duck Creek	160 00			8 50	1 50			200 03	211 63
19	Merrill	350 00				1 25				4 70
20	Nye (Joint)								160 37	160 37
21	Duffey (Joint)	191 25		45 00	47 50	36 69			90 72	2,086 61
22	Curtis								353 56	355 56

Financial Report of the School Districts in Sweet Grass County, Montana—Continued.

No. of Each District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
22	Curtis								353 56	355 56
23	East Boulder								216 99	216 99
24	Absarokee (Joint)								57	57
25	Wormser	384 00	10 00	6 00	35 00	10 00			78 88	83 33
26	Sanderson	332 75	5 00		1 70	29 25			27	364 02
27	Flanagan (Joint)	300 00							161 26	161 29
28	Herrington (Joint)	310 00			106 45	3 40			62 79	175 74
29	West Boulder	200 00	10 00		30 90	23 00		36 00	221 84	291 07
30	Marley								287 06	287 06
31	Lower Stillwater (Joint)	150 00		3 00		7 90			84 06	92 79
32	Morris	135 00	10 00	6 30					11 17	18 92
33	Big Elk (Joint)	120 00							12 60	13 80
34	Columbus (Joint)									
	Totals	$10,888 17	$170 83	$412 33	$1,448 46	$1,022 70	$8,000 00	$1,278 10	$7,798 53	$17,496 68

Statistical Report of the School Districts in Sweet Grass County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of School Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Big Timber	234	115	119	108	55	53	$100	56¼	.....	2	116	.....	.....	2	5	7	....	....	9	....
Swamp Creek	14	9	5	5	2	3	.....	45	.....	3	5	5	.....	....	1	1	....	....	9	....
Settlement	31	19	12	7	1	6	.....	50	.....	6	8	8	.....	....	1	1	....	....	9	....
Basin	23	11	12	4	3	1	.....	45	.....	1	12	12	.....	....	1	1	....	....	6	....
Melville	41	23	18	13	11	2	.....	50	.....	1	17	17	.....	1	1	2	....	....	9	....
Nevin	15	8	7	6	3	3	.....	50	.....	7	8	8	.....	....	1	1	....	....	9	....
Howie	38	18	20	14	6	8	.....	56¼	.....	1	24	24	.....	....	1	1	....	....	9	....
White Beaver	20	7	13	8	6	2	.....	40	.....	1	11	19	.....	....	1	1	....	....	6	....
Reed	33	20	13	15	8	7	.....	45	.....	1	12	12	.....	....	1	1	....	....	6	....
Kent	28	9	19	13	6	7	.....	45	.....	2	14	14	.....	....	2	2	....	....	7	....
Otter Creek	19	12	7	11	6	5	.....	40	.....	1	7	19	.....	....	1	1	....	....	5	....
McLeod	18	9	9	9	4	5	.....	50	.....	1	7	18	.....	1	1	2	....	....	6	....
Boulder	12	8	7	8	3	5	.....	40	.....	1	8	12	.....	....	1	1	....	....	3	....
American Fork	30	9	21	12	4	8	.....	50	.....	1	3	25	.....	1	....	1	....	....	6	....
Grey Cliff	35	21	14	12	3	9	.....	45	.....	1	19	30	.....	1	....	1	....	....	8	....

Statistical Report of the School Districts in Sweet Grass County, Montana.—Continued.

DISTRICT	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children Between 8 and 14 Years of Age Residing in the County Aug. 31, 1902	2 No. of such children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Deer Creek	68	31	37	33	18	15	.....	50	.....	2	31	40	.....	1	1	2	....	....	9	....
Duck Creek	16	5	11	8	5	3	.....	50	.....	4	7	7	.....	1	1	2	....	....	5	....
Merrill	10	3	7	6	3	3	.....	45	.....	1	6	6	.....	1	1	1	....	....	4	....
Nye	23	10	13	20	9	11	.....	40	.....	1	8	8	.....	....	1	1	....	....	8	....
Duffey	15	7	8	.....	.....	.....	.....	45	.....	1	9	9	.....	1	....	1	....	....	5	....
Curtis	44	28	16	15	4	11	.....	50	.....	2	30	30	.....	2	....	2	....	....	9	....
East Boulder	21	8	13	2	1	1	.....	50	.....	1	8	8	.....	1	....	1	....	....	4	....
Absarokee	12	6	6	2	1	1	.....	40	.....	1	5	5	.....	1	....	1	....	....	4	....
Wormser	22	8	14	15	9	6	.....	45	.....	3	12	12	.....	1	....	1	....	....	9	....
Sanderson	11	8	3	3	2	1	.....	45	.....	3	2	2	.....	1	....	1	....	....	5	....
Flanagan	22	11	11	13	8	5	.....	45	.....	1	13	12	.....	1	....	1	....	....	6	....
Herrington	20	10	10	14	8	6	.....	45	.....	1	12	12	.....	1	....	1	....	....	5	....
West Boulder	28	14	14	17	8	9	.....	50	1	1	11	11	.....	1	....	1	....	....	5	....
Marley	31	16	15	6	2	4	.....	50	.....	1	14	14	.....	1	....	1	....	....	6	....
Lower Stillwater	4	3	1	3	3	.....	.....	50	.....	1	3	3	.....	....	1	1	....	....	5	....
Morris	14	11	3	6	4	2	.....	50	.....	1	11	11	.....	....	1	1	....	....	3	....
Big Elk	11	6	5	2	2	1	.....	55	.....	1	3	3	.....	....	1	1	....	....	9	....
Columbus	7	4	3	2	.....	2	.....	50	.....	2	3	3	.....	1	2	3	....	....	1	....
Totals	970	487	486	412	208	204	$100	$45	1	58	459	419	.....	21	26	47	....	....	218	....

Statistical Report of the School Districts in Sweet Grass County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. expended for Text Books, year end Aug. 31, 1903	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Big Timber	2	232	796	25,489½	207	1,591	....	....	....	....	176½	85	9	20	112	300	....	....	....	....	1	$14,000
Swamp Creek	....	14	136	900	8	39	....	....	....	....	12	80	8	3	30	40	1	....	....	....	1	200
Settlement	....	23	207	1,112	11	210	....	....	....	....	11	84	9	2	20	10	....	1	....	....	1	1,250
Basin	....	15	483	879	20	74	....	....	....	....	12	87	5	2	61	50	1	....	....	....	1	450
Melville	....	32	153	2,006	12	124	....	....	....	....	25	94	7	4	50	30	....	1	....	....	1	400
Nevin	....	9	482	482	81	128	....	....	....	165	5	79	6	1	57	30	....	1	....	....	1	250
Howie	....	32	193	3,324	200	310	....	....	....	....	17	90	8	1	80	75	....	1	....	....	1	600
White Beaver	....	12	114	840	75	300	....	....	....	....	10	75	3	1	10	10	1	....	....	....	1	150
Reed	....	19	115	918	40	119	....	....	....	....	11	88	6	1	105	40	1	....	....	....	1	350
Kent	....	12	135	806	53	84	....	....	....	....	10	83	8	1	20	10	1	....	....	....	1	250
Otter Creek	....	13	100	579	83	200	....	....	....	....	10	90	3	3	....	....	....	1	....	....	1	242
McLeod	....	8	95	376	51	15	....	....	....	....	17	95	5	4	71	75	1	....	....	....	1	400
Boulder	....	12	54	385	3	70	....	....	30	75	8	91	3	2	....	....	1	....	....	....	1	150
American Fork	....	7	75	274	3	250	....	....	....	....	5	90	5	1	40	25	1	....	....	....	1	150

Statistical Report of the School Districts in Sweet Grass County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Grey Cliff		21	150	1,000		386					16½	75	8	2			1				1	150
Deer Creek		41	174	3,800	50	810					25	90	9	3	130	100	1				1	400
Duck Creek		10	160	660	15	37					9	94	4	1	40	10	1				1	450
Merrill		8	75	356	4	75					14	84	8	2	30	20	1				1	400
Nye		24	153	2,100	10	128					11	80	4	1	20	10	1				1	
Duffey		12	53	300	4	65					15	74	8	1				1			1	200
Curtis		32	150	1,966	157	661					15	74	4	2	30	10		1			1	200
East Boulder		18	50	695	50	160					12	81	3	1	16	5	1				1	125
Absarokee		14	154	431	39	41					7	42	3	1	10	5	1				1	
Wormser		13	175	3,124	18	61					8	80	9	2	22	10		1			1	450
Sanderson		10	75	461		39					7	92	6	2	18	12	1				1	100
Flanagan		19	153	716	12	158					10	82	4	1			1				1	100
Herrington		22	100	814	46	90					13	93	3	1			1				1	
West Boulder		22	98	1,239	81	241					16	84	4	1	31	13		1			1	600
Marley		14	79	782	18	35					10	95	7	4	40	18				1	1	650
Lower Stillwater		26	125	1,135	17	112					21	84	4	1	1	4.50	1				1	
Morris		19	58	530	17	22					8	91	3	1			1				1	200
Big Elk		31	160	4,150	36	100					24	96	9	2	125	50		1			1	800
Columbus																						
Totals	2	796	5,270	62,629	1411	6735½	2	2	78	$240	549	2,702	185	75	1,169	954.50	20	10	1	1	32	$23,717

Financial Report of the School Districts in Teton County, Montana, for the Year Ending August 31, 1902

No. of Each District	DISTRICTS	RECEIPTS							
		Cash on Hand August 31, 1901	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Choteau	$1,870 25	$1,741 24	.....	$3,953 29	.....	.....	$293 21	$7,857 99
2	Dupuyer	2,001 89	1,620 56	.....	.....	.....	.....	44 40	3,666 85
3	Marias	97 02	657 53	60 00	.....	.....	.....	.....	814 55
4	Belleview	951 60	870 62	.....	.....	.....	.....	.....	1,822 22
5	Burton	495 31	482 72	.....	707 65	.....	.....	.....	1,685 68
6	Shelby	80 83	405 14	.....	733 01	.....	.....	25 00	1,243 98
7	Farmington	.....	232 74	.....	146 01	.....	.....	.....	378 75
8	Bynum	46 51	302 23	615 69	.....	795 00	.....	.....	1,759 43
9	Altyn	400 00	1,500 00	.....	.....	.....	.....	.....	1,900 00
10	Pondera	.....	113 64	.....	.....	.....	.....	108 00	221 84
11	Fish Lake	.....	304 80	.....	.....	.....	.....	200 00	544 80
	Totals	$5,943 41	$8,231 72	$1,215 69	$5,539 99	$795 00	.....	$670 61	$21,896 09

Financial Report of the School Districts in Teton County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Choteau	$2,115 00		$47 50		$1,503 03			$1,389 73	$7,857 99
2	Dupuyer	1,844 00		386 19		609 45			827 21	3,666 85
3	Marias	600 00			50 00				164 55	814 55
4	Belleview	1,098 00			260 45				463 77	1,822 22
5	Burton	425 00	60 00			236 78			838 90	1,685 68
6	Shelby	360 00			628 92				255 06	1,243 98
7	Farmington	300 00			353 24				25 51	378 75
8	Bynum	630 00		887 50	124 20				117 73	1,759 43
9	Altyn	700 00		100 00	75 00				1,025 00	1,900 00
10	Pondera	180 00				39 50			2 34	221 84
11	Fish Lake	240 00			45 55				259 25	544 80
	Totals	$8,492 00	$60 00	$1,421 19	$1,537 36	$2,388 76			$5,969 05	$21,896 09

Statistical Report of the School Districts in Teton County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1. No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2. No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3. No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	Male	Female	Total			Months	Days
Choteau	214	104	110	48	28	30	$100	$70	.....	3	79	60	19	1	2	3	....	....	9	180
Dupuyer	199	102	97	69	39	30	100	60	.....	1	60	40	20	1	3	4	....	....	9	180
Marias	48	23	25	20	12	8	.....	60	.....	1	15	10	5	1	2	2	....	....	8	160
Belleview	92	50	42	30	18	12	.....	55	.....	1	40	20	20	....	2	2	1	4	8	160
Burton	44	24	20	20	12	8	.....	55	.....	1	20	20	.....	....	1	1	....	....	8	160
Shelby	78	45	33	30	18	12	.....	60	2	1	10	10	.....	....	3	3	....	....	8	160
Farmington	42	24	18	10	7	3	.....	50	.....	1	12	12	.....	....	1	1	....	....	8	160
Bynum	47	27	20	12	7	5	.....	55	1	2	8	8	.....	....	1	1	....	....	6	120
Altyn	200	100	92	70	40	30	.....	75	.....	2	100	100	.....	....	2	2	....	....	8	160
Pondera	15	8	7	4	2	2	.....	60	.....	1	4	4	.....	....	1	1	....	....	6	120
Fish Lake	59	38	21	15	8	7	.....	60	1	1	20	12	8	1	....	1	....	....	8	160
Totals	1,038	553	485	328	193	135	200	660	4	15	372	296	72	4	16	20	1	4	6.9	....

Statistical Report of the School Districts in Teton County, Montana—Continued.

DISTRICTS	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. expended for Text Books, year end Aug. 31, 1902.	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Choteau		200		34,700							190	95	9	2	200	150						$15,000
Dupuyer	1	100		14,440							80	80	9	1	120	100						9,000
Marias		40		3,000							25	60	8	1								500
Belleview		65		6,400							40	65	8	1	200	150						500
Burton	1	40		3,000					100		25	60	8	1	50	30						500
Shelby		70		9,600							60	85	8	1								1,200
Farmington	1	40		3,600					80		30	75	8	1								1,200
Bynum		45		4,800							40	90	6	1								500
Altyn		15		2,400							15	100	8									
Pondera		15		1,440							12	80	6	1								
Fish Lake		40		3,000							25	65	8	1								500
Totals	3	700		86,340					180		542	87.5	86	11	570	430						$38,700

Financial Report of the School Districts in Valley County, Montana, for the Year Ending August 31, 1902.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Glasgow	$1,100 08	$2,583 44	.....	$1,639 58	.....	.....	$100 00	$5,423 14
2	Malta	8,349 84	1,524 57	.....	516 83	.....	.....	700 00	10,574 41
3	Saco	401 23	188 65	.....	.....	.....	.....	.....	589 88
4	Hinsdale	286 74	751 05	.....	.....	.....	.....	.....	1,037 79
5	Culbertson	333 20	2,472 18	.....	519 88	.....	.....	3 50	3,328 76
6	Springdale	157 84	280 81	.....	210 87	.....	.....	.....	649 52
7	Hinsdale	69 27	350 05	.....	553 10	.....	.....	.....	972 42
8	Saco	.....	470 41	.....	.....	.....	.....	.....	470 41
9	Poplar	.....	621 70	.....	.....	.....	.....	.....	621 70
	Totals	$10,698 20	$9,242 86	.....	$3,440 26	.....	.....	$803 50	$23,668 03

Financial Report of the School Districts in Valley County, Montana—Continued.

No. of District	DISTRICTS	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	6	17
1	Glasgow	$2,265 00	$82 31	$222 00	$370 99	$640 80	.....	.....	$1,842 04	$5,423 14
2	Malta	1,058 25	97 12	.....	8,901 00	348 08	.....	$441 80	271 84	10,846 25
3	Saco	300 00	.....	13 70	24 00	201 09	.....	.....	51 09	589 88
4	Hinsdale	500 00	.....	.....	79 50	101 00	.....	.....	357 29	1,037 79
5	Culbertson	1,182 50	126 00	167 83	396 42	286 50	.....	.....	654 59	3,328 76
6	Springdale	250 00	15 03	10 73	15 00	.....	.....	.....	358 76	649 52
7	Hinsdale	510 00	.....	11 65	29 00	36 00	.....	.....	385 06	972 42
8	Saco	300 00	7 20	43 27	12 65	67 90	.....	.....	39 29	470 41
9	Poplar	162 50	.....	60 86	84 71	5 50	.....	.....	308 13	621 70
	Totals	$6,628 25	$327 66	$530 04	$9,933 27	$2,201 79	.....	$441 80	$3,996 25	$23,939 87

Statistical Report of the School Districts in Valley County, Montana, for the Year Ending August 31, 1902.

DISTRICT	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1 No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2 No. of Such Children Who Attended the District School for at Least 12 Weeks During Year Ending Aug. 31, 1902	3 No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	Male	Female	Total			Months	Days
Glasgow	211	99	112	88	46	42	$120	$75		1	93	52		1	2	3			10	
Malta	141	73	68	75	42	33		70		2	84	66	3		2	2	1	3	10	5
Saco	35	11	24	14	6	8		50		1	20	7			1	1			6	
Hinsdale	99	55	44	18	7	11		50		4	50	28			1	1			9	5
Culbertson	184	100	84	100	58	42		60		1	85	43			3	3			9	
Springdale	29	17	12	15	8	7		50		1	13	1			1	1			6	
Hinsdale	19	9	10	14	5	9		50		1	6	6			1	1			10	
Saco	21	8	13	10	5	5		50		1	11	7			1	1			7	
Poplar	101	47	54	35	19	16		50		1	37	35			1	1			9	
Totals	840	419	421	369	196	173	$120	$55			399	245	3	1	13	14	1	3	74	10

Statistical Report of the School Districts in Valley County, Montana—Continued.

DISTRICTS	No. of Graduates from a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During Year	Total No. Days Attendance	Total Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Glasgow	2	106	9,385½	9,385½	175	824½	....	....	300	$80 82	60	90	10	6	496	$450	....	....	....	1	....	$5,150
Malta	....	86	6,407¾	6,407¾	245	1,327	....	....	....	.....	55 58	73	10	3	100	100	....	....	....	1	....	11,000
Saco	....	13	797½	797½	37	121½	....	....	88	17 00	7 62	86	6	1	.....	.....	....	....	....	....	....	250
Hinsdale	....	50	4,255	4,255	187	3.515	....	....	....	.....	23	60	9¼	2	75	50	....	....	....	....	....	200
Culbertson	....	56	4,335	4,335	340	1,143	....	....	....	.....	43	75	9	3	115	150	....	3	....	....	....	2,900
Springdale	....	6	271	271	12	3	....	....	....	.....	4.5	99.62	6	1	91	15	1	....	....	....	....	200
Hinsdale	....	29	3,652½	3,652½	623	600½	....	....	....	.....	19	86	10	2	.....	.....	....	....	....	....	....	.....
Saco	....	14	1,180	1,180	148	133	....	....	50	43.27	8	82	7	2	15	8	....	1	....	....	....	300
Poplar	....	49	4,730½	4,730½	18	861½	....	....	124	12 10	28	84	9	2	34	25	....	1	....	....	....	900
Totals	2	409	31,724	31,724	1785	8,528	....	....	....	.....	247.70	81	76¼	22	926	$798	3	5	....	2	10	$20,900

Financial Report of the School Districts in Yellowstone County, Montana, for the Year Ending August 31, 1902.

No. of District	DISTRICTS	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premium on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Junction	$92 68	$391 09	.....	$625 14	.....	.....	$92 30	$1,201 21
2	Billings	1,822 52	9,047 92	.....	17,975 81	$35,738 00	.....	470 34	65,054 59
3	Newman	563 10	496 79	.....	.....	.....	.....	.....	1,059 89
4	Canyon Creek	608 09	306 53	.....	.....	.....	.....	.....	914 62
5	Park City	239 16	718 76	.....	755 33	.....	.....	.....	1,713 25
6	Columbus	3,671 68	1,257 83	.....	4,403 73	.....	.....	226 27	9,559 51
7	Laurel	434 01	750 47	.....	1,361 07	3,000 00	.....	500 00	6,045 55
8	Elder Grove	398 39	454 51	.....	571 49	2,000 00	.....	.....	3,424 39
9	Musselshell	379 63	391 09	.....	.....	.....	.....	.....	770 72
10	Tilden	22 05	200 83	.....	.....	.....	.....	.....	222 88
11	Trewin	51 52	243 11	.....	377 35	.....	.....	.....	671 98
12	Roundup	335 62	200 83	.....	.....	.....	.....	.....	536 45
14	Rapids	38 45	137 41	.....	.....	.....	.....	.....	175 86
22	Allandale	2,016 73	602 49	.....	281 33	.....	.....	.....	2,900 55
23	Elysian	.....	317 10	.....	.....	2,090 00	.....	.....	2,407 10
25	Shiloh	235 13	348 81	.....	124 78	.....	.....	.....	708 72
26	Sullivan	225 84	391 09	.....	333 69	.....	.....	.....	950 62
	Totals	$11,134 60	$16,256 66	.....	$26,809 72	$42,828 00	.....	$1,288 91	$98,317 89

Financial Report of the School Districts in Yellowstone County, Montana—Continued.

No. of Each District	DISTRICT	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, etc.	For other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand August 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Junction	$600 00	$13 30	.....	.....	$195 47	.....	.....	$392 44	$1,201 21
2	Bilings	12,973 78	30 49	1,115 19	36,882 01	2,026 40	$7,000 00	$2,989 92	2,187 80	65,054 59
3	Newman	400 00	12 00	18 25	20 00	16 70	.....	.....	592 94	1,059 89
4	Canyon Creek	450 00	.....	14 60	3 25	51 80	.....	.....	394 97	914 62
5	Park City	892 50	37 45	.....	.....	111 51	.....	.....	671 79	1,713 25
6	Columbus	1,953 75	53 44	107 80	246 50	470 82	.....	569 42	6,157 78	9,559 51
7	Laurel	840 00	.....	.....	276 02	300 00	.....	1,337 35	3,292 18	6,045 55
8	Elder Grove	350 00	.....	.....	11 05	80 15	.....	.....	2,983 10	3,224 39
9	Musselshell	285 00	.....	.....	* 92 30	60 72	.....	.....	332 70	770 72
10	Tilden	120 00	.....	.....	.....	12 45	.....	.....	90 43	222 88
11	Trewin	320 00	.....	2 35	48 50	30 05	.....	.....	271 08	671 98
12	Roundup	350 00	.....	.....	.....	.....	.....	.....	186 45	536 45
14	Rapids	80 00	.....	.....	.....	8 35	.....	.....	87 51	175 86
22	Allandale	577 50	28 06	17 13	189 44	40 30	.....	60 00	1,988 12	2,900 55
23	Elysian	150 00	.....	.....	1,398 30	100 00	.....	.....	758 80	2,407 10
25	Shiloh	400 00	.....	1 15	.....	.....	.....	.....	306 57	708 72
26	Sullivan	350 00	.....	1 50	370 78	25 50	.....	.....	202 84	950 62
	Totals	$21,092 53	$174 74	$1,277 97	$39,538 15	$3,531 22	$7,000 00	$4,865 69	$20,837 59	$98,317 89

* Transfer of apportionment.

Statistical Report of the School Districts in Yellowstone County, Montana, for the Year Ending August 31, 1902.

DISTRICTS	CENSUS For Apportionment of Public Funds: No. of Children Between the Ages of 6 and 21 years	Male	Female	Under 6 Years of Age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education: 1 No. of Children between 8 and 14 years of age residing in the District August 31, 1902	2 No. of such Children who attended the District School for at least 12 weeks during the year ending Aug. 31, 1902	3 No. of such Children who attended Private Schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Junction	39	21	18	20	14	6	.....	50	.....	1	15	3	.....	....	1	....	....	....	9	....
Billings	1,025	505	520	422	196	226	125	70	1	1 to 5	451	330	.....	3	16	19	....	....	8	12
Newman	56	23	33	14	6	8	.....	50	.....	2	20	20	.....	....	1	1	....	....	8	....
Canyon Creek	27	16	11	5	2	3	.....	50	.....	3	7	15	.....	....	1	1	....	....	9	....
Park City	72	35	37	25	9	16	75	45	.....	2	32	33	.....	1	1	2	....	....	8	....
Columbus	104	51	53	56	27	29	85	60	.....	1 to 5	56	50	.....	1	2	3	....	....	9	10
Laurel	62	30	32	26	4	22	65	55	.....	1	28	28	.....	....	2	2	....	....	9	....
Elder Grove	44	28	16	14	8	6	.....	50	.....	1	16	14	.....	....	1	1	....	....	7	....
Musselshell	35	10	25	24	15	9	.....	50	.....	2	13	8	.....	....	1	1	....	....	5	18
Tilden	6	3	3	7	4	3	.....	40	.....	1	4	4	.....	....	1	1	....	....	3	....
Trewin	28	9	19	17	11	6	.....	40	.....	1	9	9	.....	....	1	1	....	....	7	15
Roundup	16	7	9	10	7	3	.....	50	.....	1	6	6	.....	....	1	1	....	....	7	....
Rapids	6	4	2	4	2	2	.....	40	.....	1	2	2	.....	....	1	1	....	....	3	....
Allendale	55	27	28	22	14	8	55	55	.....	1	25	21	.....	....	1	....	....	....	9	15
Elysian	46	20	26	24	11	13	.....	50	1	1	24	.....	.....	1	1	1	....	....	3	....
Shiloh	22	12	10	19	5	14	50	.....	.....	4	14	10	.....	1	....	1	....	....	8	....
Sullivan	45	22	23	18	3	15	.....	50	.....	2	24	16	.....	....	1	1	....	....	7	....
Totals	1,688	823	865	727	338	389	76	50	2	.....	746	569	.....	7	34	40	....	....	125	10

Statistical Report of the School Districts in Yellowstone County, Montana—Continued.

DISTRICTS	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total No. Days Attendance	Total No. Times Tardy	Total No. Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Junction	2	23	2082½	2,082½	112	176	....	....	....	13.30	11	81	9	2	15	$70	1	1	....	....	2	$550
Billings	8	861	.....	125,137	225	11,426	....	....	....	.....	727	94	9	43	1,250	1,000	....	....	....	4	4	89,000
Newman	....	42	.....	4,421	24	765	....	....	....	.....	28½	85	8	2	45	25	....	1	....	....	1	850
Canyon Creek	1	32	.....	3,806	75	2,156	....	....	....	.....	22	63	9	1	45	25	....	1	....	....	1	1,035
Park City	2	56	.....	4,980	512	655	....	....	....	.....	31	88	8	3	160	100	....	1	....	....	1	3,500
Columbus	2	127	.....	16,038	129	1,271	....	....	....	.....	89	94	10	3	232	120	....	....	1	....	1	10,350
Laurel	....	65	.....	5,775½	....	1,450	....	....	....	75.07	34	80	9	2	.....	.....	....	1	....	....	1	400
Elder Grove	1	34	.....	2,819½	50	333½	....	....	....	.....	21	89	7	1	25	12	....	1	....	....	1	400
Musselshell	....	20	.....	1,010	30	119	....	....	....	.....	9	90	6	1	.....	.....	4	....	....	....	4	250
Tilden	....	6	.....	338	12	16	....	....	....	.....	5	95	3	1	.....	.....	1	....	....	....	1	200
Trewin	....	29	.....	1,923	10	1,076	....	....	88	2.35	13	64	8	2	29	15	....	1	....	....	1	600
Roundup	....	10	.....	985	25	173	....	....	....	.....	7	85	7	1	.....	.....	1	....	....	....	1	200
Rapids	....	5	.....	242½	10	57½	....	....	....	.....	4	81	3	1	.....	.....	....	1	....	....	1	800
Allendale	....	45	.....	4,739	275	1,785	....	....	....	.....	26	73	10	2	69	40	....	1	....	....	1	1,050
Elysian	....	20	.....	709	....	.....	....	....	....	.....	14	87	3	1	.....	.....	....	1	....	....	1	2,000
Shiloh	....	14	.....	1,220	70	225	....	....	....	.....	10	81	8	2	.....	.....	....	1	....	....	1	450
Sullivan	....	17	.....	2,643	....	566	....	....	....	.....	20	82	7	2	.....	.....	....	1	....	....	1	400
Totals	16	1,422	.....	179,203	1587	22,274	3	1	....	90.72	1,077	89	127	70	1,870	$1,417	7	12	1	4	24	$112,035

Summary of Financial Reports of the School Districts in All Counties of Montana, for the Year Ending August 31, 1902.

No.	COUNTIES	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to District During the Year	Proceeds of School Lands.	Raised by Special Tax	Amount Received From Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
1	Beaverhead	$8,654 52	$8,047 75	$3,523 50	$9,576 76	$1,196 60	.....	$482 53	$30,981 66
2	Broadwater	3,357 01	5,605 50	.....	6,697 87	.....	.....	.....	15,660 38
3	Carbon	4,086 50	5,567 45	5,406 75	12,200 34	3,854 00	15 00	935 44	32,065 48
4	Cascade	17,273 30	39,709 31	12,139 01	60,291 26	34,833 33	19,053 89	2,036 97	185,337 07
5	Choteau	11,704 87	20,379 20	812 35	15,258 12	1,500 00	.....	377 22	50,031 66
6	Custer	5,723 74	16,928 28	7,820 16	2,989 98	.....	.....	317 00	33,779 16
7	Dawson	6,144 76	8,148 46	.....	4,841 19	.....	.....	200 00	19,334 41
8	Deer Lodge	25,912 12	13,623 12	6,426 00	28,299 91	55,000 00	1,606 00	6,652 08	137,519 23
9	Fergus	7,788 88	16,906 86	.....	7,319 64	4,500 00	.....	3,258 08	39,773 46
10	Flathead	13,914 89	11,036 31	2,987 71	15,662 77	3,300 00	63 50	1,840 41	48,805 59
11	Gallatin	12,967 57	21,312 00	.....	30,519 22	.....	.....	703 47	67,402 26
12	Granite	2,350 36	4,135 22	2,786 75	8,143 84	.....	.....	1,461 53	18,876 60
13	Jefferson	8,133 63	9,678 74	.....	7,756 28	8,491 59	.....	3,966 16	38,718 08
14	Lewis and Clarke	18,096 34	40,529 04	12,171 39	70,440 11	6,952 24	2,392 00	1,151 24	152,242 36
15	Madison	11,994 32	14,333 01	.....	14,656 40	10,000 00	113 00	1,161 54	51,389 21
16	Missoula	14,749 43	19,979 62	4,044 48	35,527 49	45,692 36	.....	1,283 04	121,276 32

Summary of Financial Reports of the School Districts in Montana—Continued.

No.	COUNTIES	RECEIPTS							
		Cash on Hand Aug. 31, 1901	Amount Apportioned to Districts during the year.	Proceeds of School Lands.	Raised by Special Tax	Amount Received from Sale of Bonds	Amount Received From Premiums on Bonds	Amount From All Other Sources Not Named	Total
		1	2	3	4	5	6	7	8
17	Meagher	10,803 91	8,148 54	.....	237 87	.....	.....	1,338 03	20,528 35
18	Park	8,622 58	12,129 62	1,876 50	18,142 53	25,000 00	555 00	1,694 91	68,021 [illegible]
19	Powell	17,864 27	11,837 60	.....	4,509 12	.....	.....	1,289 03	35,500 02
20	Ravalli	8,279 75	13,725 84	5,555 36	15,223 93	5,924 75	.....	845 14	49,554 82
21	Rosebud	1,810 19	12,594 11	193 72	7,471 38	4 52	.....	558 97	22,642 89
22	Silver Bow	175,304 20	119,183 78	3,402 58	160,159 38	.....	19,807 00	5,787 16	480,241 52
23	Sweet Grass	14,349 88	26,974 49	2,164 74	8,453 77	8,610 67	.....	490 27	27,093 43
24	Teton	5,943 41	8,231 72	1,215 69	5,539 99	795 00	.....	670 61	21,896 09
25	Valley	19,698 20	9,242 86	.....	3,440 26	.....	.....	803 50	23,668 03
26	Yellowstone	11,134 60	16,256 66	.....	26,809 72	42,828 00	.....	1,288 91	98,317 89
	Totals	432,363 23	$493,235 69	$114,726 69	$585,069 22	258,483 06	$43,607 39	$41,103 24	$1,889,657 11

Summary of Financial Reports of the School Districts in Montana—Continued.

No.	COUNTIES	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
1	Beaverhead	$16,283 05	$308 45	$323 98	$910 53	$3,957 03	.....	.....	$9,198 62	$30,981 66
2	Broadwater	8,490 25	25 50	131 61	600 16	1,291 85	742 74	.....	4,378 27	15,660 38
3	Carbon	15,583 17	67 48	494 03	3,959 39	3,261 36	540 00	1,399 67	6,760 38	32,065 48
4	Cascade	77,411 35	1,006 09	1,525 92	14,659 81	4,433 96	11,880 00	9,976 32	64,443 62	185,337 07
5	Choteau	21,947 85	492 73	1,661 39	5,478 74	4,869 06	1,000 00	525 50	14,056 49	50,031 66
6	Custer	16,249 18	866 66	1,639 34	4,202 50	2,998 49	660 11	698 62	6,464 26	33,779 16
7	Dawson	9,221 50	14 50	361 57	3,175 74	1,665 14	.....	180 00	4,933 34	19,334 41
8	Deer Lodge	19,575 80	273 58	.....	24,495 16	29,800 44	17,000 00	7,397 11	38,977 14	137,519 23
9	Fergus	18,960 85	92 50	.....	5,980 30	1,310 41	2,686 23	1,815 05	8,928 17	39,773 46
10	Flathead	18,222 37	268 32	775 71	13,634 90	3,249 54	2,700 00	2,719 97	7,234 98	48,805 59
11	Gallatin	31,099 50	241 27	459 37	9,151 38	5,446 70	2,482 00	4,561 00	13,929 04	67,402 26
12	Granite	13,557 13	47 68	53 54	739 70	1,808 12	.....	.....	2,722 68	18,876 60
13	Jefferson	13,138 49	315 08	150 43	3,353 59	2,617 34	9,330 33	451 65	9,341 27	38,718 08
14	Lewis and Clarke	71,129 34	1,164 49	1,070 80	12,048 07	16,418 52	3,500 00	13,875 50	33,035 64	152,242 36
15	Madison	18,814 55	201 88	623 18	6,310 68	2,352 38	1,600 00	275 00	17,418 53	*52,121 35
16	Missoula	33,394 10	606 26	1,185 61	13,056 68	6,907 08	45,366 25	2,773 25	18,433 25	121,722 48

Summary of Financial Reports of the School Districts in Montana—Continued.

No.	COUNTIES	DISBURSEMENTS								
		For Teachers' Wages	For Libraries	For School Apparatus	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc.	For Other Incidental Expenses	On Bonded Debt	Interest on Bonded Debt	Amount Remaining on Hand Aug. 31, 1902	Total
		9	10	11	12	13	14	15	16	17
17	Meagher	8,917 41	130 99	290 71	725 54	1,712 52	.....	705 86	8,045 32	20,528 35
18	Park	18,643 60	359 21	1,169 23	14,898 85	2,780 15	150 56	1,178 50	28,844 04	68,021 14
19	Powell	12,691 48	57 78	127 86	4,338 48	1,542 79	.....	1,200 00	15,541 63	35,500 02
20	Ravalli	2,000 10	175 01	369 60	13,548 63	3,533 74	634 50	1,483 79	9,907 45	49,554 82
21	Rosebud	9,113 72	494 87	880 00	5,286 49	1.350 67	.....	.....	5,517 14	22,642 89
22	Silver Bow	150,194 75	5,612 52	4,137 60	138,489 29	35,923 71	139 47	7,002 15	138,442 02	480,241 52
23	Sweet Grass	10,888 77	170 83	412 33	1,448 46	1.022 70	8,000 00	7,278 10	7,798 53	*7,496 65
24	Teton	8,492 00	60 00	1,421 19	1,537 36	2,388 76	.....	.....	15,969 08	21,896 09
25	Valley	6,628 25	327 66	530 04	9,933 27	2.201 79	.....	441 80	3,996 25	*23,939 87
26	Yellowstone	21,092 53	174 74	1,277 97	39,538 15	3,531 22	7,000 00	4,865 69	20,837 59	98,317 89
	Totals	$651,738 09	$13,556 08	$2,073 01	$351,501 85	$148,376 46	102,953 19	$69,007 63	$505,154 73	$1,882,510 47

* Overdraft $446.16.

* County Superintendents' reports not correct.

Summary of Statistical Reports of all Counties in Montana, for the Year Ending August 31, 1902.

NAME OF COUNTY	CENSUS For Apportionment of Public Funds: Number of Children between the ages of 6 and 21 years	Male	Female	Under 6 years of age	Male	Female	Average Salary Per Month: Male	Female	Districts which Built New School Houses During the Year	No. of Terms Present Teacher has Taught in District	Statistics Relating to Compulsory Education 1: No. of Children Between 8 and 14 Years of Age Residing in the District Aug. 31, 1902	2: No. of Such Children who attended the District School at least 12 weeks during the year ending August 31, 1902	3: No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	No. of Teachers Employed at the Same Time for 12 Weeks or More: Male	Female	Total	No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept: Months	Days
Beaverhead	1,562	785	777	551	287	273	$74 43	$56 66	.....	.....	625	512	.....	6	29	35	....	....	6.04	....
Broadwater	772	412	360	264	115	149	65 00	50 92	.....	.....	307	297	12	6	17	23	1	7	6.50	....
Carbon	2,419	1,301	1,118	1,108	632	476	58 35	43 16	.....	.....	1,095	1,011	.....	10	46	56	....	....	5.00	....
Cascade	6,374	3,123	2,252	3,357	1,762	1,595	72 42	52 21	8	.....	2,746	2,350	25	25	101	126	7	25	7.43	....
Choteau	1,845	897	938	725	353	376	93 25	53 66	7	.....	670	601	13	7	46	53	....	....	6.50	....
Custer	1,387	702	685	594	316	278	72 50	57 66	4	.....	749	671	55	4	37	41	1	8	6.31	....
Dawson	801	455	346	369	185	184	69 50	44 54	2	.....	443	406	12	....	....	23	2	4	6.39	....
Deer Lodge	2,831	1,409	1,442	1,665	837	828	75 00	58 36	1	.....	1,342	121	.....	6	49	55	2	94	6.50	....
Fergus	2,315	1,172	1,143	852	413	439	55 40	49 80	1	.....	1,067	892	12	19	45	64	4	13	5.70	....
Flathead	3,574	1,837	1,737	1,339	682	657	50 00	45 00	8	.....	1,801	1,478	45	15	48	63	9	115	6.6	....
Gallatin	3,148	1,607	1,541	1,194	617	577	53 00	50 00	6	.....	1,363	722	.....	....	....	....	....	....	7.17	....
Granite	1,159	593	566	457	233	224	100 00	56 56	.....	.....	524	484	17	3	22	25	....	10	6.85	....
Jefferson	1,228	600	628	527	272	255	82 50	56 00	.....	.....	587	536	.....	5	22	27	....	....	5.50	....
Lewis & Clarke	5,322	2,617	705	1,873	1,031	842	76 43	57 07	.....	.....	2,479	2,140	8	14	88	102	5	210	7.06	....

Summary of Statistical Reports of all Counties in Montana.—Continued.

COUNTY	CENSUS For Apportionment of Public Funds						Average Salary Per Month		Districts Which Built New School Houses During the Year	No. of Terms Present Teacher Has Taught in District	Statistics Relating to Compulsory Education			No. of Teachers Employed at the Same Time for 12 Weeks or More			No. of Private Schools	No. of Pupils Attending Private Schools	Time School Was Kept	
	No. of Children Between the Ages of 6 and 21 Years	Male	Female	Under 6 Years of Age	Male	Female	Male	Female			1. No. of Children Between 8 and 14 Years of Age Residing in the County Aug. 31, 1902	2. No. of such children who attended the district school for at least 12 weeks during the year ending Aug. 31, 1902	3. No. of such children who attended private schools or were instructed at home for at least 12 weeks during the year ending Aug. 31, 1902	Male	Female	Total			Months	Days
Madison	2,270	1,149	1,121	969	479	471	59 42	47 40	.....	.....	908	709	24	14	43	57	2	10	6.12	....
Meagher	620	320	300	202	97	105	100 00	52 00	.....	.....	300	300	.....	3	18	21	....	....	6.22	....
Missoula	3,689	1,902	1,787	1,428	691	737	79 22	49 23	10	.....	1,786	2,091	36	10	58	68	5	340	6.71	....
Park	2,362	1,246	1,116	965	525	440	54 17	44 62	3	.....	665	655	2	9	46	55	1	20	6.07	....
Powell	1,485	786	699	432	206	226	88 66	53 41	.....	.....	571	570	.....	1	6	7	....	....	5.85	....
Ravalli	2,545	1,309	1,236	957	387	570	65 91	46 95	3	.....	1,152	1,117	11	11	36	47	3	11	6.90	....
Rosebud	690	366	324	330	177	153	60 00	50 00	4	.....	319	287	18	3	24	27	5	18	6.85	....
Silver Bow	11,689	5,947	5,742	5,822	2,964	2,858	98 00	63 00	1	.....	5,414	4,880	1,336	12	182	194	4	1063	7.50	....
Sweet Grass	970	487	486	412	208	204	100 00	45 00	1	.....	459	419	.....	21	26	47	....	....	6.61	....
Teton	1,038	553	485	328	193	135	100 00	60 00	4	.....	372	296	72	4	16	20	1	1	6.90	....
Valley	840	419	421	369	196	173	120 00	55 00	.....	.....	399	245	3	1	13	14	1	3	8.31	....
Yellowstone	1,688	823	865	727	338	389	76 00	55 00	2	.....	746	569	.....	7	34	41	....	....	6.97	....
Totals	64,623	32,817	31,810	27,816	14,196	13,614	$76 89	$52 04	65	.....	28,889	24,359	1,701	216	1052	1291	49	1839	6.46	....

Summary of Statistical Reports of all Counties in Montana—Continued.

COUNTY	Number of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number of Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books owned by District	Total Amt. expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Supt.	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Beaverhead	7	1,034	2,886	102,779	1,141	11,132	1	...	60	.....	732	85	149	29	1,342	1,174	15	6	....	3	24	$18,550
Broadwater	....	564	2,408	58,074	2,584	5,608	1	17	.....	.....	400	82	126	23	538	405	11	5	....	1	17	15,895
Carbon	....	1,577	35,191	85,882	545	7,481	...	2	.....	.....	785	87	225	54	476	505	21	23	1	2	47	26,010
Cascade	85	4,471	602,526	.....	1,845	228,006	...	...	280	.....	3,567	69	349	122	3,089	3,183	21	34	4	7	66	232,965
Choteau	10	1,223	4,580	113,077	4,276	12,354	5	1	1,154	262 75	785	86	244	41	2,192	2,094	17	17	....	3	37	74,980
Custer	24	868	92,157	14,001	46	22	...	...	300	462.00	611	74	106	57	3,583	2,311	10	9	....	2	21	36,570
Dawson	7	555	63,526	63,526	1,675	6,019	4	2	.....	*	391	87	90	...	578	710	8	7	....	1	16	19,675
Deer Lodge	....	2,399	1,304	299,290	4,642	18,679	...	...	.....	.....	1,731	87	67	23	3,964	1,680	7	2	....	8	77	176,885
Fergus	11	1,461	130,293	130,293	3,245	16,438	...	...	.....	.....	972	85	216	51	1,398	809	24	19	....	1	44	56,200
Flathead	14	2,509	224,631	4,703	5,739	28,841	3	2	.....	125	1,487	82	257	54	1,667	805	12½	21½	....	3	37	74,267
Gallatin	12	2,445	7,464	284,169	3,082	18,316	...	...	.....	.....	1,768	90	385	101	1,817	1,069	9	42	....	2	53	110,725
Granite	3	847	1,102,415	.....	1,450	.....	...	...	89	.....	644	84	96	33	1,596	1,559	5	8	....	1	14	38,660
Jefferson	8	839	88,189	2,025	10,940	.....	...	...	.....	.....	574	81	120	29	1,679	1,169	9	8	4	21	21	33,156
Lewis & Clarke	34	3,760	4,586	486,771	5,049	7,848	...	...	5,752	318 00	2,838	89	250	95	3,357	2,402	13	20	2	11	46	506,470
Madison	12	1,462	227,082	.....	3,055	12,566	...	...	428	38 15	922	84	282	53	1,964	1,366	....	....	....	....	....	51,197

Summary of Statistical Reports of all Counties in Montana—Continued.

COUNTY	No. of Graduates From a Normal School	Whole Number Enrolled During Year	Whole Number Days of Attendance During the Year	Total Number Days' Attendance	Total Number Times Tardy	Total Number Days Absent	Statistics on Free Text Books: Free Text Books	Voted and Not Carried	No. of Text Books Owned by District	Total Amt. Expended for Text Books year ending Aug. 31, 02	Average Daily Attendance	Percentage of Attendance	No. of Months of School	No. of Visits by County Superintendent	District Libraries: No. of Volumes in District Library	Value of Library	School Houses: Log	Frame	Stone	Brick	Total	Value of School Houses, Including Site, if Any
Meagehr	5	402	45,746	.....	853	3,794	...	...	278	1 48	299	88	114	50	667	466	9	7	....	1	17	1,833,000
Missoula	17	2,531	5,502	252,053	6,907	29,325	1	...	227	79 20	1,437	83	285	73	4,210	2,153	10	32	....	5	47	55,988
Park	5	1,451	45,321	.....	2,413	13,928	1	1	125	25 00	1,048	89	236	81	1,089	23	19	....	3	45	....	67,510
Powell	3	1,020	87,770	.....	2,188	11,880	...	...	.....	.....	623	85	158	39	778	403	....	....	....	....	....	24,115
Ravalli	21	1,983	4,061	183,638	3,749	19,190	...	...	.....	.....	1,311	84	214	53	1,288	1,007	5	23	....	4	32	543,720
Rosebud	10	482	44,748	44,748	1,315	2,714	...	...	231	67 20	340	90	108	50	2,108	1,289	16	5	....	1	22	15,435
Silver Bow	48	7,671	1,033,448	10,334,448	4,429	42,831	1	...	73,930	**	5,785	94	74	207	4,613	9,221	3	13	....	14	30	624,689
Sweet Grass	2	796	5,270	62,629	1,411	6,735	2	2	78	240 00	549	82	185	75	1,161	954	20	10	1	1	32	23,717
Teton	3	700	.....	86,340	.....	.....	...	...	180	70 00	542	87	86	11	570	430	....	....	....	....	....	38,700
Valley	2	409	31,725	31,725	1,785	8,528	...	...	.....	.....	248	81	76	22	926	798	3	5	....	2	10	20,900
Yellowstone	16	1,422	.....	179,203	1,587	22,274	3	1	88	90 72	1,077	89	127	70	1,870	1,417	7	12	1	4	24	112,035
Totals	359	44,881	3,892,829	12,809,384	75,942	534,509	22	28	83,200	***	31,471	86	4625	1496	48,520	40,402	274	328	16	143	734	4,832,014

* $3,891.45. ** $3,402.39. *** $907,334.

Summary of Financial Reports for All Years Since Admission as a State.

Date	Name of Supt. of Public Instruction	RECEIPTS							
		Cash on Hand	Amount Apportioned to Counties During the year	Proceeds of School Lands	Raised by Special Tax....	Amount Received from Sale of Bonds.....	Amount Received from Premium on Bonds.....	Amount from all Other Sources Not Named	Total .....
		1	2	3	4	5	6	7	8
August 31, 1890	John Gannon	$71,987 39	$289,608 23	.....	$70,108 26	.. ..	.....	$187,318 08	$619,021 96
August 31, 1891	John Gannon	250,075 82	341,555 67	28,967 87	54,389 91	$64,076 04	$775 00	16,821 59	758,151 63
August 31, 1892	John Gannon	153,520 08	425,866 91	.....	97,534 41	290,379 72	3,215 73	25,083 05	995,585 40
August 31, 1893	E. A. Steere	156,691 39	416,370 14	1,189 25	143,748 74	74,542 98	83 50	21,776 91	814,402 91
August 31, 1895	E. A. Steere	208,480 19	381,893 46	8,735 84	292,043 93	40,479 20	586 35	32,142 80	964,361 80
August 31, 1897	E. A. Carleton	125,216 67	575,332 04	22,248 22	159,094 07	53,049 68	6,055 38	52,611 70	993,607 66
August 31, 1900	E. A. Carleton	11,774 31	23,055 63	2,808 57	13 75	.. ..	3,097 66	.....	40,749 92
August 31, 1900	W. W. Welch	206,808 11	747,049 96	35,152 67	86,085 27	144,193 27	10,205 74	141,137 56	1,369,044 82
August 31, 1901	W. W. Welch	432,363 23	493,235 69	114,726 69	580,069 22	258,483 06	43,607 39	41,103 24	1,889,657 11
	Totals	1617,593 19	$3,693,967 73	$213,829 11	$1,483,087 59	915,203 75	$67,626 75	$517,994 93	$8,424,583 21

Summary of Financial Reports for All Years Since Admission as a State—Continued.

Date	Name of Supt. of of Public Inst.	DISBURSEMENTS								
		For Teachers' Wages.....	For Libraries.....	For School Apparatus.....	For School Houses, Sites, Fences, Outhouses, Repairs, Furniture, Etc. ..	For Other Incidental Expenses.....	On Bonded Debt.....	Interest on Bonded Debt..	Amount Remaining on Hand	Total .....
		9	10	11	12	13	14	15	16	17
Aug. 31, 1890	John Gannon.. ...	$226,508 27	$276 87	$7,620 89	$96,673 08	$33,004 40	.. ..	.....	$254,938 45	$619,021 96
Aug. 31, 1891	John Gannon	250,561 41	612 67	7,067 05	232,600 38	53,257 86	$46,180 45	$12,779 09	157,258 45	758,151 63
Aug. 31, 1892	John Gannon	316,822 06	1,281 34	11,536 59	270,880 05	49,840 92	27,432 52	29,032 61	272,671 64	995,585 40
Aug. 31, 1893	E. A. Steere	376,583 21	628 86	9,907 24	144,590 32	72,420 06	5,641 04	39,619 54	165,012 64	814,402 91
Aug. 31, 1895	E. A. Steere	417,841 11	1,785 09	11,806 36	190,178 05	69,149 20	17,889 25	51,417 31	204,295 43	964,361 80
Aug. 31, 1897	E. A. Carleton	183,220 68	5,996 87	27,261 78	159,197 64	100,463 37	26,191 90	26,882 55	164,433 18	993,607 66
Aug. 31, 1900	E. A. Carleton	13,969 52	635 03	859 87	7,056 48	3,114 57	.. ..	.....	15,114 45	40,749 92
Aug. 31, 1900	W. W. Welch	548,662 33	13,641 37	14,637 86	188,803 73	114,129 86	26,374 68	49,869 28	415,776 56	1,411,853 11
Aug. 31, 1901	W. W. Welch	651,738 09	13,556 08	2,173 01	351,501 85	148,376 46	102,953 19	69,007 63	505,154 73	1,882,510 47
	Totals	$2,985,906 68	$38,614 20	$92,870 65	$1,641,481 58	$643,956 70	252,764 03	$278,608 01	$2,154,655 53	$8,480,244 86

CHANGES IN LAW SUGGESTED.

Broadwater—Trustees should be elected by the people.

Custer—Take appointment of trustees out of the hands of the county superintendent, also take county superintendent off the Board.

County Superintendent, Secretary of Board.

Gallatin—The trustees be appointed by the county commissioners for a three year term.

Fergus—Change the date of appointment of trustees to mid-summer, to correspond with school year, for convenience in reporting, etc. Repeal the law giving the county superintendent power to appoint members of the Board, and give power to the commissioners, as formerly, or place it with the District Judge, as at present. The county superintendent being a member of the Board, makes that body a one man or a one woman affair, as the case may be. The appointive power should rest outside the Board.

Rudolf Von Tobel, Secretary of the Board.

Flathead—A law should be passed compelling school boards to furnish diplomas for their eighth grade graduates. A committee of three, including the county superintendent should be appointed to look over eighth grade papers and the county commissioners be required to compensate said committee. The eighth grade examination should be held at one, two or three places throughout the county in point of convenience and be conducted by teachers selected by the county superintendent.

County Superintendent, Member of Board of Trustees.

Teton—Promotions to High School at beginning of year only. Authority in hands of Principal to send pupils back to grades in cases where they are not prepared to do High School work.

H. Beaupre, Secretary of Board, Per Guthrie.

Statistics of County Free High Schools

COUNTY	Date of Organization	Pupils Enrolled 1902 to Nov. 1st	No. Pupils Enrolled From Outside Districts	Average No. Belonging	Average Daily Attendance	Number Days Attendance	Number Days Absence	Amount of Money Used for Support of Schools	Rate of Taxation for Maintenance	No. of Teachers Employed	Salaries Paid: Principal Per Year	Salaries Paid: Ass't Per Year	No. of Classes	Time Devoted to Each Recitation—Minutes	No. Vols. in Libraries
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Beaverhead	Mar. 1900	79	20	56	52	8,168	741	$8,000 00	2	5	1,000	*85	26	45	450
Broadwater	July 31, 1902	32	10	29	28	1,110	24	2,475 00	1⅝	2	1,500	*90	15	50	100
Custer	Sept. 15, 1902	52	4	48.4	47 1	1,845	33	4,000 00	1	3	1,000	800	15	30	.....
Fergus	Sept. 21, 1899	63	14	60	58	1,093	52	3,510 71	1	3	1,500	950	3	40	200
Flathead	Sept. 1, 1900	14	10	67.98	66.02	2,582.50	75	4,500 00	1.5	4	1,500	875	18	45	125
Gallatin	Aug. 1899	155	20	127.08	122.27	21,214	835	7,979 62	2	5	1,600	*90	5	45	150
Jefferson	Aug. 1900	32	14	28	27	1,069	44	3,000 00	¾	2	1,350	1,000	16	40	**275
Park	Sept. 1, 1900	100	26	90	87	16,886	274	5,491 45	1.5	4	1,500	800	25	40	492
Sweet Grass	Aug. 1901	29	9	25	23	728	87	1,200 00	1	2	1,000	675	13	45	80
Teton	Sept. 16, 1901	27	9	25	23	880	32	2,200 00	¾	1	1,500	.....	3	30	126
Totals	.....	543	136	45,646	43,339	55,571.50	2,177	42,356 78	.....	31	13,450	.....	139	.....	1,998

* Per Month

** Have access to 875 belonging to Public School

Teachers' County Certificates Held by Teachers Engaged.

	Professional	First Grade	Second Grade	Third Grade	Permits	Renewed—Professional	Renewed—First Grade	Endorsed—Second Grade	Endorsed—First Grade	Special
Beaverhead	1	4	5	1	5					
Broadwater	2	3	9	2	1					
Carbon	16	11	25	7	7				1	
Cascade	6	19	35	46						
Choteau	1	14	7	4	3					
Custer	1	7	10	1	11					
Dawson	1	4	5	4	3					
Deer Lodge	8	20	1							
Fergus	2	9	17	5	2					
Flathead	4	13	20	11	6	5		2		
Gallatin	7	12	12	7	7					2
Granite	2	2	3	2	2	1		1		
Jefferson	3	7	16	9	13					
Lewis and Clarke	3	26	20	5	11	7	5	2	5	2
Madison	5	17	9	6	2					
Meagher		4	3	5	1					
Missoula	13	19	15	7	6					
Park	2	10	14	3	6				1	
Powell	5	10	6	3	3					
Ravalli	4	11	11	1	6					
Rosebud	1	6	3	2	12					
Silver Bow	56	84	17		9					
Sweet Grass	1	8	14	4	24					
Teton	2	10	6		2					
Valley	1	1	4	3	1				2	
Yellowstone	5	6	8	7	7					1
Totals	152	337	295	145	150	13	5	5	10	5

Reports of County Superintendents.

Beaverhead County.

Hon. W. W. Welch, State Sup't of Schools, Helena, Montana:

Dear Sir:—I have the honor to submit the following report of the schools of Beaverhead County for the past two years.

One new school district containing 85 square miles has been created. The average number of square miles in each school district is 180.4-10 square miles, the largest having 504 square miles, and the smallest 48 square miles. One new school house has been built and equipped in a rural district. Much has been done to improve the condition of school grounds and school rooms.

With the exception of three all of the boards of trustees have complied with the law relative to libraries.

Six of the districts have maintained school for 8 months during the past year. Eleven of them having failed to levy a special tax.

Thirty-eight teacher's certificates were issued during the past two years; 9 first grade, 17 second grade and 12 third grade certificates. Fourteen of the teachers in this county are graduates of normal schools. The most important step that has been made in the county is the erection and equipment of the Beaverhead County Free High School. The High School was organized two years ago. The first year of the school there were no graduates, but last year the class consisted of seven graduates, four girls and three boys.

The faculty of the school consists of five members. Prof. H. Tyree, who has had charge of the school from its beginning, is instructor of the History department. Prof. J. Edgar Tyree has charge of the Science department. Miss Holt, teaches Mathematics and Latin. Miss Elizabeth Hawley teaches English and Prof. F. L. Lewis is the Commercial teacher.

The County High School building which was completed in August of this year is a two-story and a basement.

The main walls are of stone and brick. The stone extends from the basement to the second story. The second and third story is of fire brick.

In the basement is situated the steam heating plant. On the first floor are situated the large manual training room, chemical laboratory, two lecture rooms, two cloak rooms, two toilet rooms and a main hall. The second story consists of a large assembly hall, four class rooms, the library, principal's room and a main hall, On the third floor is a room 32x34 feet which will be used as a gymnasium and also a small room with three nickel-plated brass ring shower baths.

The school is now possessed of a library such as most any high school would be proud of, and the library room has been fitted for the same in a most thoughtful manner.

The school also possesses splendid apparatus for laboratory work.

Yours truly,
ISABELLA RIFE,
County Sup't of Schools.

Carbon County.

Red Lodge, Mont., Nov. 15, 1902.

Hon W. W. Welch, Sup't Public Instruction, Helena, Montana:

Dear Sir:—During the past two years, five new school districts have been set apart in Carbon County, making forty-five districts in all, and I find that each district keeps its school in session as long as there is money to pay the teacher.

A number of well built and comfortable school houses have been erected within this period, some, it is true, not as well equipped as others, but each year shows a marked improvement in the equipment, and also in the surroundings. Wherever the trees can be properly cared for they have been set out, unless, as in many cases, the school house is situated along a creek, where there is a natural forest.

With regard to the library fund I wish to say, that only within the last two years have the districts of Carbon County had one set aside, and for that reason the fund is rather small. Most of the districts prefer not to use this fund at present, until there is considerable money in it, and have raised the money which they have used for libraries thus far, by giving entertainments. This in many cases has never been placed to the credit of the district, and therefore in my annual report you will notice such a small amount appearing as spent for library purposes.

The records of the district clerks are, very often, not in very

good condition. This, I believe, is due partly to changing clerks so often, and I find that the best way to determine the progress of the pupils is to go and hear them recite. As a rule, I think our teachers are very good. Fifteen have graduated from normal schools, and nearly as many have had normal training, although they are not graduates.

Within the last two years I have issued two third grade certificates, twenty-two second grade, nine first grade, and two professional certificates, making forty-three teachers' certificates in all. Besides this there have been a number of professional certificates indorsed.

Nearly all of our districts levied a special tax, but some did not get the notice in in time.

We had four eighth grade graduates and five graduates from the city high school.

We estimate the cost of high school pupils as nearly $6.00 each per month, and that of the pupils in common schools, as about $1.60 each per month.

I wish to say of the course of study, that, while we cannot as yet accomplish what is required in it, yet our teachers are doing their best to keep up with the outline, and they feel that it is a guide in their work, without which they could not well do.

Respectfully yours,
MARTHA R. DILWORTH,
County Sup't Schools, Carbon Co., Mont.

Cascade County.

Great Falls, Mont., Nov. 17, 1902.

Hon. W. W. Welch, Helena, Montana:

Dear Sir:—I have the honor to submit to you herewith the Financial and Statistical reports of the schools of Cascade County, with the following remarks concerning the work for the past two years.

I believe the schools of the county are progressing, but there is room for improvement in many ways.

The number of new districts which were created during the last two years ending August 31, 1902, is two. Two districts were consolidated. On separate paper I have given the number of square miles as nearly as possible of all the school districts in the county. The number of square miles in the largest is 508, in the smallest 8.

The Trustees' Annual Report blanks and the County Superintendent's do not correspond; there are many more items on the Trustees' that do not appear on the County Superintendent's at all.

I have noticed a marked improvement in the rural districts during the last year in regard to parents becoming more interested in the selection of trustees, clerks and teachers. Also I find that neighborhood difficulties are not brought into "school affairs" at all; this was the most difficult problem I had to contend with during my first year in office.

There were eight new frame school houses built and furnished during the last two years. The general appearance of thirty-six school buildings is good; about ten are poorly equipped for the holding of school, but the prospects are good for having new buildings the coming year.

Cascade County does not have a County Free High School.

About thirty districts complied with the library law. A number of parents have donated good books to the school library. Some trustees did not purchase books on account of not having a suitable place to put them. The character of books found in the different libraries is good.

I find the teachers following the State Course of Study as nearly as it is possible for them to do so.

Arbor Day, as a rule, is observed by the holding of appropriate exercises, but I do not find that many trees have been planted; absence of water seems to be the excuse.

The patrons of this county, especially in the rural districts, are very much opposed to the consolidation of districts. Thirteen school districts maintained school for eight months, some for more.

There were thirty-eight Eighth Grade graduates during the last two years.

In regard to the present system of granting certificates, I would suggest that the time allowed for writing on the Third Grade subjects be extended. I have not had one applicant who finished before 10 o'clock P. M.

The present tax law is insufficient. A six-mill levy would give at least thirty-five out of forty-six districts an eight months' school.

Very few of the teachers have complied with the "reading circle" work.

The condition of the records kept by teachers, and clerks is fair.

GHOTEAU PUBLIC SCHOOL

The transfering of pupils' apportionment to districts wherein they attend school is very satisfactory.

The number of certificates issued and renewed was one hundred and twenty-five.

The number of High School graduates was twenty-eight from the city school.

Very respectfully,
MARTHA A. KEARNS,
County Sup't of Schools.

Choteau County.

Fort Benton, Mont., Oct. 30, 1902.

Hon. W. W. Welch, Sup't of Public Instruction, Helena, Montana:

Dear Sir:—In accordance with your request, I submit the following report of the two past school years. I think the general condition of the schools in the county is improving. There is a marked tendency toward longer terms and the employment of better teachers.

The size of the districts vary from five miles square to twenty-four miles square according to the sparsely or thickly settled condition of the country. There have been five new districts created within the last two years. All of these have built new school houses, all of them frame but one, which is a good log building. Besides this, eight other districts built new school houses, most of them modern and comfortable, among which are the Box Elder and Paradise Valley school houses, which are very creditable. This county has no County High school. The question was voted on two years ago and defeated; on account of the great discontent of the county, it was not thought convenient to establish one at the county seat. Fort Benton and Chinook have district High schools. To Chinook school belongs the honor of having the first graduating class last June. There were six graduates. Out of thirty-seven districts twenty-one have bought books this past year for the school library, while all the districts but three have school libraries. One of these is a new district just created, and therefore had no library apportionment. I find the general character of the library books very good. They are usually chosen by the teachers from the library list.

Have tried to recommend consolidation of school districts, but on account of the great distances have not been able to do much.

Only thirteen districts have maintained school for eight months, the reason being in most cases the lack of funds. Eight districts have had less than six months. Three districts had only two months school. In two cases this was due to the neglect of trustees not requesting special tax. In the other districts it was due to an epidemic of diphtheria.

Ten districts did not request special tax, but in only two did it have a disastrous effect. Have had a great deal of trouble with the special tax law. In many districts it was so hard to get the trustees to attend to it, while in other districts they took advantage of it, and levied more tax than was necessary. A general levy of six mills would be ample for all school purposes in this county. I find most of the teachers' records good. I had them send me monthly reports of the attendance and progress of their pupils. I find the eighth grade examination a great incentive to the pupils. There have been forty-one eighth grade graduates in the past two years. Have issued forty-five teachers' certificates; eleven first grades, sixteen second grades and eighteen third grade. Many of these second and third grades have since been raised to second grades and first grades.

The principal defect in the system of teacher's examinations is that it furnishes no evidence of their power to teach, but I am at a loss to suggest any remedy.

I have issued twenty-six permits in the two years past, mostly to teachers holding second and third grade certificates from other counties, some also to graduates from normal schools of other states. I have had great trouble with the clerk's records as they appear in the trustees annual report. I think they should be furnished with books similar to bank books. These should be balanced quarterly and a statement sent to each district by county treasurer, as is done by a bank in dealing with its depositors. The law for transfer of apportionment money from one district to another, an account of children wishing to attend school elsewhere than in the home district has met with great opposition from the smaller districts. In cases where the transfer was requested it was made by warrants issued by trustees.

Last year there were ten normal graduates teaching in the schools of the county. There were besides two graduates from Mt. Holyoke college and nearly all of the teachers had attended a normal school for a year or more.

The change in the school law in which I am most interested is

in reference to apportioning the schol funds. I should like to apportion them to each district according to the number of children who attended school in that district for 12 weeks the previous year, instead of the number of children who reside in the district. This new plan will cut out all who have no right to be drawing money and it will be a great incentive to the trustees to enforce the attendance law. I should like to see a change in the report for county treasurer so that its items would be made in agreement with the items of the trustees annual report.

Very truly yours,
MAY G. FLANAGAN,
County Sup't of Choteau County.

Custer County.

Miles City, Mont., Nov. 16, 1902.

State Sup't W. W. Welch, Helena, Montana:

Dear Sir:—In accordance with your wishes permit me to submit the following report concerning the schools of Custer County, which have been under my charge for the last two years. There are 20 school districts, only one having been created during my present term of office. It is impossible to state with accuracy the average number of square miles in each, possibly 500. The largest, No. 1, having 1,000 miles, the smallest, No. 10, having 30 miles. Owing to the great distance from county seat it is impossible to maintain a very strict supervision over all of the rural schools, though all are visited oftener than once a year if possible. The four new school houses built within the year are substantial, well equipped and in one case very attractive outside. The majority of school buildings are in good repair, better equipped with appliances and seats than two years ago, but owing to lack of water very few rural schools have attractive grounds. A noticeable improvement has been made in interior decorations. The progress of the schools has been steady, the rural schools showing almost as good scholarship as the city. A Free County High school was established with three teachers and 52 pupils enrolled, at an average cost of $100.00 per year per pupil, but the money is well spent, as the course of study is one of the best in the state. The school at present rents its quarters, but in the course of a couple of years it will be necessary to build. The city of Miles alone having more than 600 children of school age, and only two buildings to hold

them with a corps of 14 teachers. All of the districts have 5 per cent of the general district fund set aside to expend on books. As each district is more than willing to use up the entire amount in that way, we have excellent libraries in each district. The class of books are for all grades, and such as will assist the child in his work; historical, geographical, biographical, etc., some purely fiction and fairy tales, but in no instance has it been necessary to condemn one. The course of study is certainly defective, but we use it, since a poor one is better than none. As the matter was discussed quite thoroughly at the county superintendent's convention in 1901, it was unnecessary to enter into detail here. Arbor Day is generally observed throughout the county, but in all cases except where water is obtainable, only exercises are indulged in. This county is too large, the schools too scattering to make consolidation feasible. Transportation by rail is not obtainable, and any other mode is out of the question. Very few districts maintain 9 months school, some are too poor, but the chief reason is the weather, in winter too cold, in summer too hot, consequently a 3 or 4 months' term, fall and spring, is the rule. All districts who need the special levy made one, but even then the tax has not been sufficient to hold over a 4 months' term in some districts. Present tax law is good for cities, but the old law was best for country districts; 6 mills at least ought to be levied over the entire county, divide that sum per capita, then the small districts might hold 8 months school. Sixty-nine pupils have been graduated from the Custer County eighth grade examinations. The dates now held suit us here very well. The law governing certificates is very good, but the granting of examinations by proxy ought to be condemned. If a school is worth having it is worth coming to the county seat to obtain a certificate. Permits are a necessity, 12 having been granted here in the last two years. At present we have a fine corps of teachers in the county, only one holding third grade now is in the work. The normal graduate has the preference here as elsewhere, but I am not a great stickler for "Normal Graduates," having found as incompetent teachers among them as among those who have had no normal training. It takes brains, ability, horse sense, sympathy and tact to make a good teacher, without which all the training counts for naught. Owing to the great distance from our country school the reading circle work is done by correspondence, but in most cases the teachers have taken up the work. Our districts are exceedingly fond of changing

teachers, in consequence it has been difficult to keep our rural schools up to the standard which has been set. Custer County has suffered from resignations this year, but at present all vacancies are filled and by capable teachers. It is with regret I give up the work, January 4th, but my successor will prove an improvement over the present incumbent. With apologies for the delay, I am,

Respectfully,

LAURA ZOOK,

County Sup't Custer County.

Dawson County.

Glendive, Mont., Oct. 21, 1902.

W. W. Welch, Sup't Public Instruction, Helena, Montana:

Dear Sir:—Complying with your request I submit the following:

During the past two years the schools of Dawson County have improved in many ways. Four new school districts have been established and two schools organized in districts which covered so much territory that made it impossible for all to attend the one school.

The teachers are all trying to follow the state course of study, but without the library find it difficult. We are striving to educate public sentiment on the school library question and hope before another two years to have one in every school.

The consolidation of rural schools which is found to work to advantage in many states I think entirely impracticable in our county, the distances being too great. A better plan for us would be to have a fund to pay board of children.

Only four districts have maintained eight months of school. Some on account of lack of funds, but more because of distances that most pupils must go.

The eighth grade diplomas are an incentive to keep many of the older children in school. Twenty-one pupils have received them and with few exceptions have been very well qualified.

During the past two years I have granted one professional, four first grade, six second grade and eleven third grade certificates. Have also granted four permits, all to teachers of experience. Among the teachers of Dawson County there are seven normal graduates, but almost all have had some normal training.

Respectfully submitted,

GRACE A. SKINNER,

County Superintendent.

Flathead County.

Kalispell, Mont., Nov. 21, 1902.

Hon. W. W. Welch, State Superintendent, Helena, Montana:

Dear Sir:—Herewith submit to you my biennial report for 1901-1902, which is late in reaching you for the reason that some of the districts were very slow about sending in their reports, thereby delaying the completion of my annual report which needed my attention first.

A survey of the past two years shows a desirable advancement in the public school work of Flathead County, but am sorry to say that in this county, as in other counties throughout the state, a sentiment prevails attaching the least importance to the superintendent's as a county office. It has been my endeavor to eradicate this erroneous idea, in which I have met with response from many of the citizens of the county in sympathy with the effort to make this office of the greatest importance in the public mind. Wish to express my thorough appreciation of the willing co-operation of the teachers in this effort, and of the helpful assistance and advice of our progressive state superintendent and his able assistant.

During the past two years seven new districts, including two since August 31, 1902, have been formed, making a total of forty districts with forty-one numbers.

Seven school houses have been built and three are in the process of construction. The average number of square miles in each school district is 122. The number of square miles in the largest district, No. 6, Columbia Falls, is 1,799; in the smallest district, No. 33, Stillwater, are 5 square miles. The total number of square miles in all districts is 4,876. The number of square miles in the county is nearly 9,000. The trend of opinion is against the consolidation of districts and transportation of pupils, with the exception of District No. 7 and District No. 11. The following reasons may be given: The newness of the idea in the county; lack of roads and too great distances; the lack of school room and the argument that if an extra room must be built, they may as well build another school house within a more convenient distance.

I have not lost an opportunity of personally presenting to them the importance of grading their schools, the better results obtained. Your circular letters upon the subject were sent as requested to all school boards and other parties interested in the matter.

Very little attention has been paid to condition of school grounds.

CENTRAL GRADE SCHOOL, KALISPELL, MONTANA

The majority of school boards have not complied with the law in regard to libraries, but after much labored effort on the part of the teachers and myself, I believe a sentiment has been created which will eventually, with proper encouragement, bring desired results. Have carefully looked over the lists of library books purchased by the different districts to see that only those of the most elevating and useful character were selected.

That the educating influence of good books particularly upon the pupils of the country districts is not more fully comprehended by the majority of the people, is deplorable, and I believe lectures, plain and to the point, should be arranged for in some way, so that the country people will have this matter brought directly to them. "To neglect the education of the country boys and girls is to invite a terrible national danger."

Eight months or more school were maintained the past year in Districts Nos. 1, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 20, 21, 28 and 31. Those districts levying special tax in 1902, were as follows: District 1, 2 mills; District 2, 4 mills; District 3, 6 mills; District 4, 5 mills: District 5, 6 3-10 mills; District 6, 3 8-10 mills; District 8, 2 mills; District 9, 6 mills; District 10, 2 mills; District 11, 4 mills; District 12, 4 mills; District 13, 4 mills; District 14, 2 5-10 mills; District 16, 4 mills; District 18, 5 mills; District 19, 3 mills; District 20, 5 5-10 mills; District 21, 2 mills; District 23, 4 mills; District 28, 5 mills; District 29, 4 mills; District 31, 5 mills; District 33, 4 mills; District 34, 5 mills; District 36, 5 mills; District 37, 5 mills. The general county levy of two mills collected for the last school year amounted to $9,708.07 or $4.00 per capita for 2,427 children of school age.

Have been unable to put into force the new law for transferring of pupils and their share of the apportionment moneys, from one district to another, as the state and county attorneys do not agree in their interpretations of that section of the law, and as to the authority of the county superintendent in the matter. The law as it reads seems ambiguous.

Concerning defects in the county superintendent's annual report blanks would suggest that columns be inserted as follows: "Number of teachers who have received normal training," "Number of visits by trustees," "Number of Eighth Grade graduates," "Number of square miles in district."

Trustees reports, to furnish necessary information should state, "Total number of times tardy," "Total number days absent," "Per-

centage of attendance," "The number of visits by trustees." There were four teachers employed in the County Free High school last year, with a total enrollment of 95 pupils. The cost of maintaining said school during that time amounted to about $6,600.00. The number of graduates in the class of 1902 were eleven.

During 1901, 16 permits were granted, as follows: four to third grade, seven to second grade, two to first grade, and three to teachers holding diplomas. During 1902, 15 permits were issued, two to third grade, three second grade, three first grade and seven to teachers holding diplomas.

From August 31, 1900 to August 31, 1901, inclusive, 13 third grade certificates were issued, 10 second grade, 4 first grade and 2 professional.

From August 31, 1901 to August 31, 1902, inclusive, 11 third grade, 18 second grade, 8 first grade and 5 professional county grade certificates were issued.

One first grade certificate, issued in Cascade County, Sept. 13, 1901, to J. G. Warren was indorsed in this office June 18, 1902, also three professional certificates issued respectively to Fisk G. Ellis, in Beaverhead County, May 5, 1899, indorsed by me August 30, 1902; to J. W. Skeleton, in Jefferson County, August 20, 1900, indorsed by me September 8, 1902; to David McGinnis in Cascade County, February 20, 1901, indorsed November 8, 1902. Some of the points in your request of the 10th ult. have not been covered in this communication as separate statements covering said points have been sent to you. In closing will again express my appreciation of the courtesies extended me by the teachers, school officers and county officials and of the helpful suggestions and support of the state department which have made possible the degree of the success attained in my work in Flathead County. To my succesors I extend my best wishes, hoping that he will succeed in advancing this work in a marked degree during his continuance in office and as I retire from office, leave my best wishes for the future welfare of the schools, and the success of those in charge.

Very truly yours,

FANNIE SPURCK-MACAULAY,

County Superintendent of Schools.

HIGH SCHOOL, BOZEMAN

Gallatin County.

Bozeman, Montana, Nov, 12, 1902.

Hon. W. W. Welch, Sup't Public Instruction, Helena, Montana:

Dear Sir:—In addition to the regular yearly report, I have the honor to submit the following report of the school work in Gallatin County for the past two years.

Four new school districts have been created in that time, and when we are informed that the average size of a school district in this county is twenty-six square miles, we can readily see that they were necessary. Our largest district, Willow Creek, contains one hundred square miles, while our smallest, Anderson, contains only six and one-half square miles. Hence, in the more thickly settled portions of our county consolidation of districts would meet with favor, but in other sections it would not be practicable. In the north end of the county, Sixteen District is over twenty miles from any other school house.

Ten commodious new school houses have been built in the rural districts during the past two years, costing from $900 to $1500 each, and a four-room school building is to be erected at Chesnut in the near future. All of these houses are well built, and, what delights the heart of every teacher, nearly every one of them has a blackboard all around the walls of the room—green hyloplate being the prime favorite. There seems to be a general awakening all over the county among the school officers in regard to improving and caring for school property.

The Gallatin County High School was organized in August, 1899, and was the first school established under the county free high school law which had been enacted by the legislature the preceding winter.

The school was opened in September, 1899, with an enrollment of about eighty and with three teachers.

For the present school year, which began in September, 1902, six teachers are employed—a principal and five assistants—and a teacher of drawing, whose services are required only a portion of the day. The enrollment this year will reach one hundred and fifty-five.

The school offers its pupils three courses of study, each three years in length—the Classical, the Scientific, and the English. The outline of these courses is the same as that recommended for accredited high schools by the State Board of Education.

Classes are admitted for beginning the courses of study twice yearly, in September and in January.

The cost of maintaining the school last year, including rent, supplies, new furniture and new apparatus, was a little more than $6000. Up to the present time the school has been obliged to occupy rented buildings that were ill adapted for the purpose. In December of this year the new building will be ready for occupancy. This building has been erected by the county high school board for the exclusive use of the high school at a cost, including the ground, of about $35,000. It it well built and is the embodiment of all that is best in modern school-house architecture.

School libraries are not as numerous in our county as we would like to have them, but where they have been established, our teachers show rare intelligence in the use and care of the books, and also render valuable assistance in selecting the books best suited to the needs of their schools. However, we have libraries in thirty-four districts, and have reasons to believe that in the near future there will be a good library in every school district of the county.

The idea is obtaining here that it is for the best interests of our rural schools to have an eight months' term, beginning the first of September, and **not change teachers every three months.** Twenty-six districts have maintained eight months, or more, of school during the past year, and twelve districts had only seven months, the term being cut short on account of sickness or inclement weather. But our average length of term for all the districts is seven months, with only one three-month term in the county. This was in a new district organized last Janpary, too late for the special tax levy.

The special tax levy, as provided for by the last legislature, is very satisfactory in our county, only twelve districts failing to ask for the levy for this school year. Some of these were too late in making their request of the commissioners, and a few of the others had sufficient funds on hand to run the schoól for another year.

The eighth grade examinations are not entirely satisfactory, for, as was discussed at our meeting in Helena last August, the lists of questions should be prepared by some one thoroughly acquainted with eighth grade work, and then, too, the passing grade of 60 per cent, with a general average of 70 per cent is

PHILIPSBURG SCHOOL.

too low. While only thirteen diplomas have been granted to eighth grade graduates during the past two years, others from the rural schools have entered the High School upon examination by the principal. In only a very few instances have the graduates not entered high school.

The law in regard to transferring a pupil from one district to another, also, transferring the money due such pupil by apportionment, is not, in the practical working, what we had hoped it would be. It causes a disturbance and ill feeling between districts in nearly every case where the transfer has been requested.

Relative to changes in the school law, would suggest a provision for the appointment of an examining board to assist the county superintendent in the regular teachers' examinations; that the county superintendent be relieved of the duty of appointing the county free high school board; and that our institute laws be made more efficient.

During the past two years, there have been eighty-six teachers' certificates issued in this county, of the following grades: Three Professional, twenty-one First, thirty-eight Second, and twenty-four Third. The great number of Third grades is caused by failures on the part of the young teachers to obtain the Second grades, for which they were striving. I am glad to state that they usually raise their grade at the next examination.

Much has been accomplished in upbuilding the educational interests of Gallatin County, but much more remains to be accomplished, and I trust that my successor may have that loyal and steadfast support from the teachers and school officers, which alone has made achievement in the past possible.

Very truly,

M. E. CHRISMAN,

Co. Supt. of Schools.

Granite County.

Philipsburg, Montana, Nov. 4th, 1902.

Hon. W. W. Welch, Supt. Pub. Instruction.

Dear Sir:—I have the honor of submitting the following report of the schools of this county for the past two years:

Educational work has been progressive in spite of the fact that our schools have been restricted by want of funds.

In four districts the schools have been maintained for a longer time than the law provided, by the contribution of the patrons.

It is most earnestly to be hoped that the next session of our legislature will provide adequately and in a manner not to be set aside for the growing demands of our schools.

No new districts have been created in this county. Three have been vacated so far as having schools is concerned, there not being a child of school age in one of the three. One of these, No. 3, was annexed to No. 2 to give the latter the benefit of the taxes on the property in the former.

It would be impossible to give the average number of square miles in each school district as there is no accurate map of the districts in the county superintendent's office, and the commissioners would not order one made.

I see but one correction which I think could be made in the County Superintendent's annual report. Why is it necessary to have "Whole Number of Days' Attendance During the Year" and "Total No. Days' Attendance"?

There are many defects in the trustees' reports, but I do not see how they can be corrected in districts where school is held during a part of two years. In those districts whose school terms begin in September and close before August 21st, the reports are more easily adjusted to that made by the county treasurer. Many mistakes are the result of carelessness or incapacity on the part of the district clerk.

No school houses have been built in this county within the past two years, but one has been enlarged to accommodate an increasing number of pupils.

There is no "County Free High School" here. Three boards of trustees have complied with the law concerning libraries. Others will order additions to those books now on hand before the close of the year. All would comply with the law if the funds at their disposal were not required altogether for the teacher's salary. In some districts the books are kept in fine condition,—in others not nearly so well. I would suggest that in those districts having short terms of school the libraries be removed from the school house during the long vacation and placed in the care of one of the trustees.

The course of study has as few defects as is possible considering the defects of some of the text books with which it deals. Could the committee that arranged the course of study have been the one to select the text books, the results from the combination would have been better than is now the case.

Arbor Day is generally observed by appropriate exercises,

but tree-planting is almost a failure in this county—the trees in this section not taking kindly to cultivation or irrigation. It has been faithfully tried in some districts, but the large majority of the trees planted have died.

There are four districts that, as far as nearness of population centres are concerned, could be united into two districts, but in each case new school houses would be necessary, and opposition would be great.

Of the advantages to be gained by consolidation in each case there can be no doubt.

Five of the fifteen districts in the county maintained school for eight months last year. Two joint districts, one with Missoula and one with Powell County, did not ask for a special levy. The remaining eight districts had schools varying from four to seven months. Two of these districts did not ask for the special levy,—one because no school census had been taken in 1901, and the other because the pupils live so far from the school house that they cannot attend. Measures are being taken in this district to have a school house built as near as possible to the centre of the school population. The other six districts asked for all the levy the law allows, but the amount of property in each is too small to raise enough money for longer terms than were held. In one of these, where there are more people who do not own property than do, more than two-fifths of the teacher's salary for six months was paid by donations.

The eighth grade examinations are a great stimulus in this county and are becoming more popular each year.

So far this year twenty-seven have taken the examination successfully and creditably.

The examination of papers for a professional grade certificate by the Superintendent of Public Instruction is a step in the right direction, and brings the county and state system into closer relation.

Six permits were granted in thirteen months, four of these to excellent teachers, judging by their work.

The present tax law is not sufficient for the needs of this county. Statistics show this undoubtedly. A general county levy of six mills, properly apportioned, would not maintain eight months' school in each district, though it would lessen the rate for a special levy.

The teachers' records are very carefully kept as regards all matters pertaining to attendance, but not as regards the progress

made by the pupils. A few teachers, however, leave a record of progress for the benefit of their successors.

From their reports the majority of the district records is in a fair condition. There have been very few transfers of money from one district to another, but those made were satisfactory to all concerned.

A number of pupils have come to the Philipsburg High School from other districts, but the majority of these have paid tuition.

One change I think necessary in the school law is that regarding the duty of the district clerk to notify the county superintendent of the absence of a trustee from the state for sixty days. I believe the law should specify who is to give the clerk his orders to make notifications. An unpleasant experience along this line has caused me to wish that laws had fewer words and were more specific.

From January 1st, 1901, to November 1st, 1902, the following certificates have been granted from this office: Two professional, by examination; three by renewal, and one by endorsing. One first grade, three second grade, six third grade.

During this time seven normal graduates have taught in the schools of this county.

The Philipsburg High School has had eleven graduates since January 1st, 1901.

Dividing the amount of money spent in maintaining the schools by the number enrolled, and that quotient by the average number of months school was in session, gives an average of $2.84 as the cost of schooling each pupil per month. Very likely this is a low estimate.

The above report is respectfully submitted.

Very truly yours,

MARIA C. RYAN,
County Superintendent.

Jefferson County.

Boulder, Mont., Nov. 6, 1902.

Mr. W. W. Welch, Sup't of Public Instruction, Helena, Montana:

Dear Sir:—Complying with your request of Oct. 10, 1902, I submit the following:

The general progress of the schools of Jefferson County during the past two years has been very good. The teachers are progress-

ive, all striving to bring the schools up to be among the best in the state.

There are only eight normal school graduates among the teachers of the county, but most of the others have attended a normal school for a year or more.

It has been very difficult to pursuade trustees of rural schools to comply with the law relative to school libraries, but the desired result is being gradually obtained. This year fourteen districts purchased books for a school library as against eight for the year 1900.

Two new school houses have been built; both buildings are of brick and are up-to-date and well furnished. In addition to these new buildings several others have been repaired and refurnished.

I believe consolidation of school districts by means of transportation of pupils to be impracticable for Jefferson County, as the greater part of the county is sparsely settled and very mountainous.

There were only two districts that failed to request the levy of a special tax, as provided for by the last legislature, and as a consequence the average term of school in rural districts was raised from three to five months.

The total number of certificates issued during the past two years is thirty-two of which nine are third grade, sixteen are second grade, four are first grade and three professional grade.

Thirteen permits have been granted, and those only to such teachers as could furnish satisfactory proof of their ability to teach.

The number of high school graduates is eleven; nine from the Whitehall High School and two from the Jefferson County Free High School.

Forty-one pupils succeeded in passing the eighth grade examination.

Yours very truly,

JENNIE FILCHER,

County Superintendent.

Lewis and Clarke County.

Helena, Montana, Nov. 22, 1902.

Hon. W. W. Welch, State Supt. of Public Instruction.

Helena, Montana.

Dear Sir:—Complying with your request for a brief report on certain school questions, I submit the following:

Within the last two years in Lewis and Clarke County no new school districts have been formed, but on the contrary one district has been divided between two adjoining districts.

No new school houses have been built, but East Helena has made a fine addition to her building. Two beautiful well lighted rooms have been added below, and above these is a spacious hall where all the children in the school may be brought together.

Twenty-nine school boards have complied with the law relating to school libraries. In the selection of books the aim has been to make the library supplementary to the school work. Books of literature, nistory, nature study, travel, geography, etc., have been selected.

Arbor Day has been generally observed. Exercises have been held in the schools, but few trees have been planted because of the lack of water. Children have been taught the importance of the observance of Arbor Day and encouraged to plant trees at home, where they may receive the necessary care and attention.

The question of consolidation of school districts has not been favorably received in this county. I think there are but few districts where this plan could be carried out.

Last year nineteen school districts had eight or more months of school. The lack of funds is the only reason the other districts had less than eight months.

Five school boards did not ask for a special levy in their districts. In two of these districts school was held for eight months.

You ask if a general county levy of six mills would give eight months of school in all the districts. It would give more than eight months in some districts, but would not give that length of time in the small districts.

Any levy required to give eight months of school in the small districts would give more than enough for eight months in the large districts.

In nearly all cases where pupils have gone from one district to another to attend school, the apportionment has been transferred to the district where they attend.

Blanks for term reports are furnished the teachers. These reports give a record of all work done by the pupil, also the grade in which the pupil belongs.

Within the last two years sixty pupils have received eighth grade diplomas from the state. Were it not for the granting of

these diplomas many would drop out of school before finishing the eighth grade. Seventy-six young people have graduated from our high schools.

In this county sixty-seven certificates have been issued. The grades of these certificates are as follows: Nine of the third, twenty-nine of the second, twenty-four of the first and five of the professional. Fourteen certificates from other counties have been indorsed. Of this number three are professional and eleven are first grade. Twenty-seven certificates have been renewed. Sixteen are professional and eleven are first grade.

Permits are granted only to teachers who hold certificates elsewhere and come to the county between the times of examination. In the last two years twenty permits have been granted.

Yours very truly,

IDA FULLERTON,

County Superintendent of Schools.

Madison County.

Hon. W. W. Welch, Supt. of Public Instruction, Helena, Mont.

Dear Sir:—In addition to my yearly report, I may state that during the past two years two new school districts have been organized, making a total of fifty school districts in this county. Eight new school houses have been built, two of which are log, three frame and three brick.

Most of the schools have a small library. Usually I have ordered the books for the districts and I have used the full amount allowed for such purpose.

The most serious hindrance to effectual work in the schools of our county, and especially of the rural schools, is the frequent change of teachers and shortness of the term.

Public sentiment is growing in favor of uniting small districts thus enabling them to have longer terms of school.

In retiring from the office of county superintendent of schools, I leave my best wishes for the cause of education and the progress of the schools.

Yours very truly,

JULIA DONEGAN,

Supt. of Schools, Madison Co.

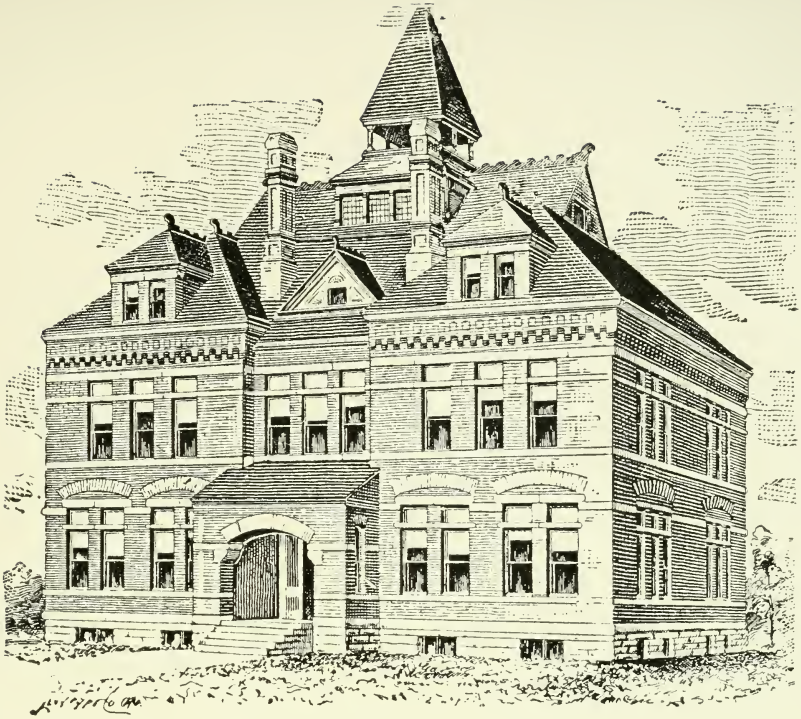
Missoula County.

Supt. W. W. Welch, Helena, Mont.

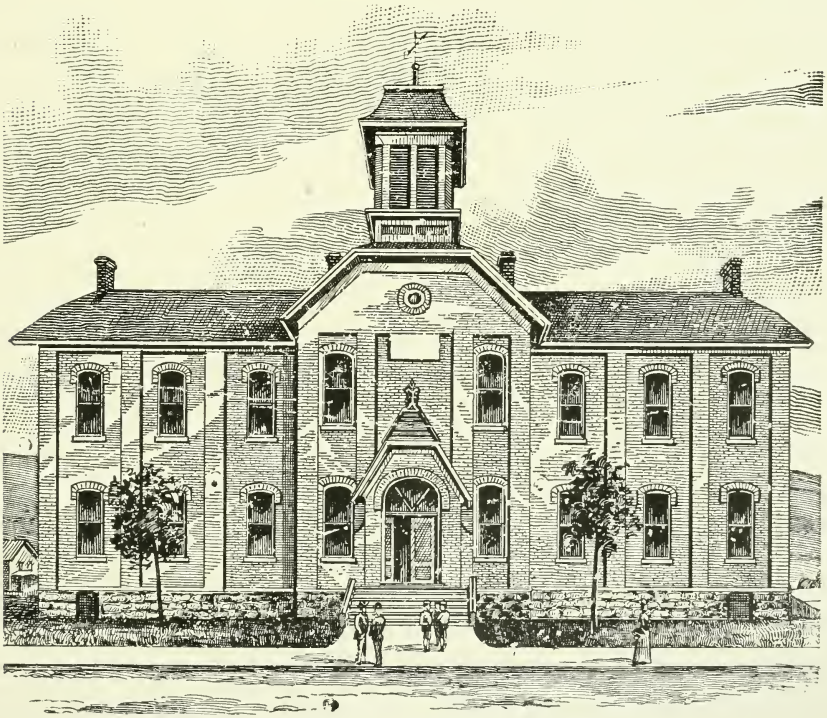
Dear Sir:—In reply to your letter of recent date, will say that the progress of our schools in this county during the past two years has not been what we would have liked, but very good under the conditions. The changing of the law last year in regard to the tax injured our schools very much. The people could not see the need of making a "special levy" for teaching purposes as they had never done so before, so in many places they had very short terms. Some borrowed and in nearly all places we had to use the library fund to help continue the school. But at last our people understand, and I believe the new law is going to do better than drawing the money by apportionments only.

This year all of our districts but six have made the special levy from one to five mills, and we are paying back our library fund and the money we have borrowed from individuals. The six districts which did not levy their special tax have enough money in the treasury, with what they will receive from apportionments, to continue school eight to nine months in each. The present law in regard to tax is good for our schools that do not have many pupils, but I do not feel that it is right for each district to have to pay our county assessor one to five dollars each year to get the assessed valuation of the district before the trustees can make the levy. If this law is not repealed, it should be made the duty of the county assessor to make the assessed valuation of each district without extra pay. The schools which show the greatest progress in the last two years are, Missoula, Plains, Superior, Thompson, Lo Lo, Potomac, Lothrop, Lynch and Bonner. The other districts have improved, but the great trouble is and Ibelieve it is the same all over our western states, our settlements are small and too far apart to consolidate so as to have more pupils, longer terms and pay our teachers better salaries. At present there is as much as twenty to thirty miles distance between some of our schools. This is why we are having to create new districts. We have in the last two years formed six. Two of these have two schools in each, located seven miles apart. By having organized these eight schools, we enable one hundred and fifty-six more children to be in school. Still there are others living at too great a distance to attend and not enough in any one place to make a new school for them.

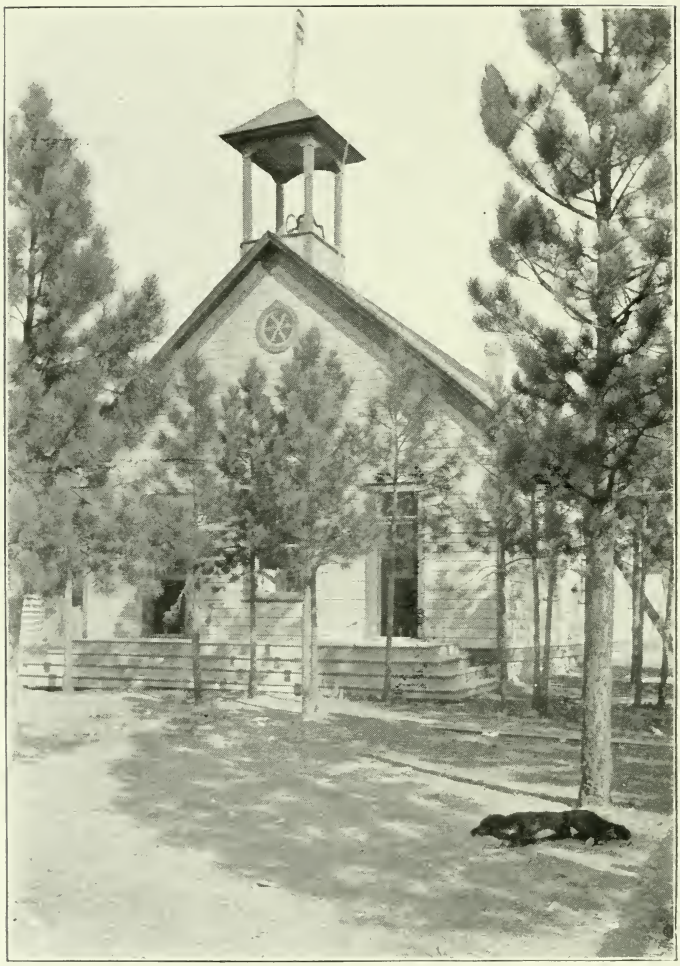
Only eighteen of our schools were able to continue their



SOUTH SIDE SCHOOL, MISSOULA



CENTRAL SCHOOL BUILDING, MISSOULA



PLAINS PUBLIC SCHOOL

schools eight months last year. Two others lacked only one week of that number. The short terms were caused from scarcity of money, but this year I am sure that twice that number will have eight to ten month terms. The average number of square miles in each district is about one hundred and sixty. The largest is the Thompson district, which has eight hundred square miles. Over half of that number though is mountainous land not yet settled. The smallest is the Miron district, including five square miles.

Our county has erected twelve new school buildings in the last two years, expending over eight thousand dollars. Four of these are neatly built log structures, the others are frame. The best of these is the Potomac school, built for sixteen hundred and thirty dollars. Two other districts are having their houses erected at present. One, a neat, small frame, to cost eight hundred dollars, is to accommodate the children at Woodman. The other is the Heron district, which is determined to have one of the finest in the state, and so has bonded itself for $3,000 for an elegant building.

Besides these buildings, the county has spent $3,100 in improvements. Missoula has built a two-story brick annex to the Central school building, which will accommodate about one hundred and fifty pupils. Plains has erected two rooms to its school, making the building one of the finest outside of Missoula. Superior has improved its building by a neatly built primary room which is furnished as elegantly as any city school. Lynch and Frenchtown have enlarged their schools by each adding a small annex.

The condition of our school yards is not so good. They are nearly all fenced, but it has been difficult to get water on the land for irrigating purposes. We have some, however, which have succeeded and now have their yards sodded and trees planted which are doing nicely. These are the Missoula, Lo Lo and Plains districts. Potomac has just spent over $100 to prepare its yard for planting, and Superior has arranged for its trees to be planted in the spring; so in a few years we hope to have all yards beautified with trees, shrubbery, etc. Our schools have all observed Arbor Day, by the pupils reciting poems, reading selections, writing essays, singing songs, etc., suitable for the occasion, such as will create in the child's mind a desire for the beautiful and cause him to love nature more. We have no County Free High School in this county, but have instead high school

departments in each of our graded schools. The children in the ungraded country schools all attend our State University, after having graduated from the eighth grade. These district high schools are doing good work, and the children in this way are enabled to remain at home longer, away from the temptations of the city.

Our districts did not all comply with the law last year relative to the library fund for the reason, as I have before stated, of not having enough money for school. But this year we are quite busy helping the teachers select suitable books for their children and I believe every school district will have its library books inside of two months. We need, however, a new list of books for our state, as some of our districts have most all books quoted in our old list, besides there have been so many better books put on sale or published since this list was made in 1898. The most of the books found in our libraries were very good, though some were not suited to the public school, viz: "The Origin of Civilization and the Primitive Condition of Man," with a book on "Advanced Engineering" were in some of our primary schools.

We have had one hundred pupils graduate from the eighth grade in the past two years. This has been a great stimulus to our children in this county. They are all doing their best in school, hoping to be able some day to get their diplomas. This examination places before the child something to look forward to, something to accomplish, something to win. It also helps to make our teachers more thorough in their teaching because all want their pupils to pass. Some complain of the questions given, but our teachers have expressed themselves that those have passed who deserved to pass, and nine out of ten have always been the workers.

I believe though that the questions should be broader, more in accordance with the latest methods of teaching and made to apply to a pupil's knowledge of the subject and not that of a teacher's. More time should be given the child on examination, especially on history and arithmetic.

The teachers' examinations in the last year have been good tests, but I believe the system of granting certificates would be much better and more uniform over the state if the grading of the papers were put into the hands of an examining committee, appointed either by our state superintendent or by the state board of education.

Our teachers have not yet begun the reading circle work, but

EAST SIDE SCHOOL BUILDING, LIVINGSTON, MONTANA

we expect our books, "The Education of Teachers," here soon, and will begin immediately. We will read the others later.

Our method to stimulate the work is first to get the books as cheap as we can, then to form reading circles over the county, visit those if we can, if not to correspond with the different members, keeping in touch with the work.

The number of certificates and grades of the same granted in the last two years are as follows: Professional, eight; first grade, nineteen; second grade, twenty-seven, and third grade, twenty. Permits granted are, thirty-two; six of these were to graduates from other states, nine were to first grade teachers from the east, eleven to second grade and six to third grade teachers. Of the seventy-five teachers who are now teaching in our schools. eleven hold life diplomas, ten hold state certificates, twelve hold professional, twenty-four hold first grade, ten second grade and eight hold third grade certificates.

All of our teachers but two have attended some normal school, but only ten are graduates from the same.

Yours truly,

KATE SHELLEY,

County Superintendent.

Park County.

Sup't W. W. Welch, Helena, Montana:

Dear Sir:—The following report which complies as nearly as possible with your request for information concerning the welfare of the schools of Park County is hereby respectfully submitted.

Very truly,

MRS. NORA COLVIN,

County Superintendent.

NEW DISTRICTS.

But one new district was created in this county during the past two years, not because the tendency is to consolidate, but rather to create such districts as will be sufficiently able to maintain good schools, and whose creation will not seriously interfere with the district or districts affected by the change. The greatest distress under which any of our districts is laboring at present is due to the creation of new school districts from portions of other districts without any regard for the area or assessed valuation of either the newly created districts or the districts from which the new ones

were created. According to the present law, the heads of families of ten children of school age can petition the county superintendent for the establishment of a new school district; no other grounds are required; but it is a fact that ten children do not draw sufficient school money to enable a district to maintain the three months' school during the year as required by law. The remedy for this condition of affairs is found in the new special levy law which is very popular in districts having a small population but a large assessed valuation.

No new district will be created under that law without a view to the assessed valuation of the proposed new district and the remaining portions of the old.

CONSOLIDATION.

The consolidation plan would not work to the advantage of the majority of rural districts in this county. The ones in greatest need of the benefits of consolidation are separated from each other by mountains or ridges or rivers and by extremely long distances from their respective centers. Furthermore, the settlements are so scattered in every direction that free transportation would be impracticable owing to the diverse routes. It is also a question if it would not cost more to maintain free transportation than it would to maintain the school, thereby defeating the purpose of consolidation by having a shorter term of school in the combined districts than was held in each separate district.

NEW BUILDINGS.

Five new buildings have been erected during the past two years to replace old buildings. These are great improvements in every way over the old buildings, but the most notable among them is the new Livingston east side school building which was constructed on the most improved modern plans and at a cost of $25,000.00.

ARBOR DAY.

Nothing has been accomplished in the way of beautifying school grounds by a proper observance of Arbor Day for the reason that no protection could be insured the trees and shrubs were they set out, as the school grounds are not fenced except in one or two cases and in no case is there a way of furnishing water to the trees or flowers during the long vacations.

NUMBER OF DISTRICTS WHICH MAINTAINED EIGHT OR NINE MONTHS' SCHOOL.

Twenty-two districts out of forty-two each maintained eight or nine months' school last year.

In almost every one of the other twenty the term of school was one or two months longer than had been held the previous year owing to the increase in funds produced by making special levies.

Even in districts where the assessed valuation is as small comparatively as the census of the district, a special levy of five mills produced a larger income, with but one exception, than the general levy of two mills made by the commissioners and apportioned according to the school population.

GENERAL PROGRESS OF THE SCHOOLS.

While the progress has been general along every line, a marked progress has been made in the matter of grading rural schools. This is due to the fact that teachers are alive to the best interests of their pupils and prepare them for successfully passing the eighth grade examinations and subsequently entering the County High School.

The eighth grade graduates for the last year numbered, from the county, 16, from town, 19.

Twenty-three of these graduated from the Livingston eighth grade.

PARK COUNTY HIGH SCHOOL.

The number of graduates from the County High School last year was eight; the enrollment for the year, 101; number of teachers, 4, one principal and three teachers; cost of maintaining school, $3.86 per month per pupil.

A tax of one and one-half mills levied last year on the property of the county supplied sufficient funds for the maintenance of the school and the purchase of a $1,250.00 site for the future erection of a high school building.

A tax of two mills was levied this year with a view to reserving the surplus for a building fund.

"Is the present tax law sufficient or insufficient? Would the general county levy of six mills divided pro rata according to the number of children be sufficient to maintain eight months' school in every district in your county?"

What has already been said of the condition of the schools under the present tax law might be repeated in answer to these questions

as expressing the sentiment of the taxpayers of the county with regard to the present tax law.

The minimum rate of taxation under the present law, the two mill levy made by the commissioners, is sufficient for the maintenance of a few of the schools of the county, while in a few other districts the maximum rate of taxation, or that which includes the two mill levy and the additional levy of five mills made by the trustees, is required. In the majority of districts the special levies vary from one to three mills as the needs of the districts demand, so that the present tax law which gives us the privilege of fixing the rate of taxation on any number of mills from two to seven would be preferred to that which fixes the rate at six mills alone; and owing to the scant population in some of our districts, the apportionment made on the basis of a six mill general levy would not be sufficient to maintain as satisfactory terms of school as are now held under the present tax law.

DEFECTS IN THE SCHOOL LAW.

The law places no restriction upon the division of a bonded district and makes no provision in case a bonded district is divided for the new district to assume any portion of the indebtedness of the old.

The law provides no available funds for the building and equipping of school houses in newly organized districts making it binding on the people of such districts, no matter what their financial circumstances may be, to build and equip their first school houses with their own donations of money or labor.

The law requires teachers from other states who are holders of life or state diplomas from their respective states to take the county examination while awaiting the action of the state board of education upon their applications for diplomas.

The law gives no other basis for the transfer of funds than the one of "Whenever a pupil residing in any school district of the state desires to attend school in any other, he shall be permitted to do so upon obtaining permission of the trustees of the district in which he wishes to attend." If, during the school year, parents should transfer their residence either temporarily or permanently, from one district to another for other reasons than the one of sending their children to school, should school moneys be transferred as the residence is transferred?

TEACHERS' CERTIFICATES.

The number and grade of teachers' certificates issued from Aug. 31, 1901, to Aug. 31, 1902, are as follows:

November Examination—Three first grade, two second grade, two third grade.

February Examination—One professional, three first grade, four second grade, two third grade.

April Examination—One first grade, eight second grade, three third grade.

August Examination—Three first grade, four second grade, one third grade.

Total professional issued, 1; total first grade, 10; total second grade, 18; total third grade, 8; total certificates issued, 37.

Number of first grade certificates endorsed during the year, 1; number renewed, 3; number of professional renewed, 4; number of permits granted, 12.

Powell County.

Deer Lodge, Mont., Nov. 14, 1902.

Mr. W. W. Welch, Sup't Public Instruction, Helena, Montana:

Dear Sir:—I submit to you the following statement concerning the general condition of the schools of Powell County.

One new district has been created in the last two years, that of Ophir, near old Blackfoot City. It is quite a flourishing district. The patrons take an interest in the school. They expect soon to have a new school house.

The schools generally are prosperous. Most of them have lengthened the term of school and in a number of cases have raised the teacher's salary. Besides that, many needed repairs have been made on the school houses, new furniture replaces the old, and altogether the conditions at present are quite encouraging.

There is room for improvement certainly, and to my mind the greatest difficulty we have is the crowded condition of the schools. Neither teachers nor pupils can do their best work under such circumstances. I hope that in one or two instances at least, an assistant will be given the overworked teachers.

I make it a point to encouarge the pupils to take the eighth grade examination, especially in the rural schools. A number have taken it and passed creditably.

We have no county high school in this county. The number of

graduates of our city high school for the past two years is twenty-one.

Very respectfully,
MOLLIE E. WILES,
County Sup't of Schools.

Ravalli County.

Hamilton, Mont., Nov. 3rd, 1902.

Hon. W. W. Welch, Sup't Public Instruction, Helena, Montana:

Dear Sir:—In addition to my annual reports, I will state that the general progress of the schools of Ravalli County has been marked, though they have not yet reached the desired goal. Our schools are becoming better graded and each teacher is endeavoring to bring her school up to a high standard.

We have at present thirty-one districts in Ravalli County. School is now in session in all of these districts with the exception of three. Our teachers are progressive, all striving to bring our schools to be second to none in the state.

We have 21 normal graduates in the county. Many of our teachers hold state or life diplomas. Three large commodious school houses have been built during the past year. A large two story addition has been added to the high school building in Hamilton. It is built of brick and is well furnished. Large frame buildings have been constructed in Baldwin District No. 16 and Como District No. 20. These buildings have been constructed according to the latest improved plans for school houses.

Each building has ample seating capacity, good light and plenty of black board. The outside door leads into an entrance and not direct into the school room.

There is no County Free High School in this county, but District No. 3 has a city high school of which it is justly proud.

There are 1,288 volumes in the school district libraries, valued at $1,007.

In most cases the trustees are agreed in complying with the law relative to libraries. I find the books have been selected from the list of books which have been approved and selected by the state superintendent.

The value of good books, especially to our youth in school cannot be overestimated. The best books to-day are so cheap that there is no excuse for not buying them and a few dollars expended

each year for books will soon give each district a good library.

Arbor Day has been observed by many of our schools. Fitting programmes have been rendered by the children; trees and shrubs have been planted and some of the school yards have thereby been beautified.

I am in favor of consolidating our school districts and furnishing transportation for the pupils at public expense. By this means our schools will be better graded, we will have longer terms, a greatly increased enrollment and more regular attendance.

Eleven districts have maintained from 8 to 10 months of school. Eight districts had 7 months; 4 districts had 6 months and the others had from 3 to 5 months. The lack of funds in the smaller districts accounts for the short terms. With but few exceptions, each district made a special tax levy.

During the past two years 28 young people have received eighth grade diplomas in this county. The granting of these diplomas is an inspiration to the pupil. This plan has been the means of keeping young people in school for a longer term and has created an interest and zeal in many of our schools such as has never existed before. Relative to this examination I think an average of 75 per cent should be required instead of 70.

During the past two years twenty-five permits have been granted to teachers who have in most cases come from other states. I think the present tax law sufficient, if the trustees would make the levy.

During the past year we have had no organized reading circle as there were no books recommended by the state committee. It is my intention to form such an organization at once and take up the work as recommended.

While we have had no regular meetings of this kind yet I can safely say that the teachers of Ravalli County do a great deal of professional reading.

Teachers have been required to leave an intelligible record of the scholarship of the pupils and the general condition of the school for his or her successor. Trustees have taken more interest in school affairs during the past year and their records have been in most cases, better kept.

Fifty-two certificates have been issued during the past two years. Of this number three were professional, ten first grade, twenty-one second grade and eighteen third grade.

There have been twenty-one normal graduates employed to teach in the schools of this county during the past year.

I recommend the following changes to be made in our school law.

1st. Our institute law should be changed.

2nd. In regard to examinations I recommend that the State Superintendent together with an examining board, grade all papers of applicants for certificates.

3rd. That the salary of County Superintendent be made more uniform.

There were only two graduates of our city high school the past year and three the year before, making a total of five.

There is no "County Free High School" in Ravalli County.

Yours truly,

KITTIE OSTERMEYER,

County Superintendent.

Rosebud County.

Forsyth, Montana, November 23, 1902.

To State Supt. W. W. Welch, Helena, Montana.

My Dear Mr. Welch:—The number of new districts in this county created up until September 1st, 1903, is three.

The average number of square miles in each district in this county is about three hundred square miles. The smallest district in the county contains about thirty square miles. Districts No. 2 and No. 4 are improving in point of attendance as well as in many other respects. Other districts also have increased attendance, but no special mention has been made relative to them.

Districts No. 1 and No. 3 are keeping well in line as to length of school terms, added interest and prospective improvements.

District No. 6 expects an increase in resident pupils, while Districts No. 5, 3 and 25 expect to build new school houses. No. 26 has a comfortable new building, attractive within and without; facilities good; grounds, etc., commodious.

District No. 32, mainly in Custer County, has quite a fine new structure completed recently for a school house.

District No. 7 has an excellent library of rather recent purchase. No. 8 has improved its library and interior decorations.

District No. 9 has two schools in session with good length of school terms.

Districts 28, 4, 3 and others have increased the teachers' sal-

aries. Districts 12 and 13 seem desirious of the best in every way for their schools, teachers, and pupils. Numbers 17 and 19 are progressive, up to date and schools satisfactorily conducted and maintained.

District No. 23 has a greatly increased number of resident pupils this year over last. With eighteen districts having twenty-four rather progressive schools twenty are in operation now, the others to have a later or else a good spring term.

School house yards are often found unfenced in the country, and out-houses are not in all instances given perfect attention. Water is not always found on the school grounds, so while many pupils have planted and cared for trees at their schools, more are necessarily without the Arbor Day improvements.

All districts except No. 8, No. 13, No. 19 and No. 28 in this county levied a special tax for schools this year.

The number of teachers who have graduated from a city high school in this county is fifteen. The number of certificates issued is eighteen; two professional, seven 1st grade, five 2nd grade and four 3rd grade. Some of the clerks in the districts have trouble with records or reports. Some like the printed questions and blanks for general replies. I like the "Trustees' Annual Report."

The transferring of pupils and money from one district to another has been done without demur though it is not always pleasant. Teachers' reports in very few instances have shown advance or working of pupils.

Reading circle work has not been conducted to mention, nor had special stress placed upon.

A special levy of six mills would be an improvement over five mills. Present tax is insufficient where the people have not been or can not be induced to see the necessity for a special tax levy.

Twelve permits have been issued previous to September, 1902, to normal graduates as well as high school and college, or teachers who were prevented by good cause from being examined here though possessing second or third grade certificates in another county. The districts which had less than eight months school lacked funds for same. I believe the pupils who graduated from the eighth grade found the examination difficult, although

in the main they were studious, bright pupils of fine attainments and industry. The number of graduates is ten.

Very respectfully submitted,

GERTRUDE M. HIGGINS,

County Supt., Rosebud County, Mont.

Silver Bow County.

Butte, Mont, Dec. 17, 1902.

Hon. W. W. Welch, State Superintendent of Public Instruction, Helena, Mont.

Dear Sir:—In addition to the "financial" and "statistical" reports which I forwarded to your office a short time ago, I submit the following "biennial" report pertaining to the general conditions of the public schools in Silver Bow County:

The common schools, with the exception of fourteen small schools in the rural districts, are all located in Butte City and its suburbs. They number one hundred and sixty-six and are exceptionally well organized under a graded system. They have excellent supervision through a city superintendent, principals, and specialists. They have a well-planned "city" course of study, in which may be found outlines pertaining to each grade for each semester, and many valuable suggestions and explanations in connection with the work. The daily routine work, from personal observation, shows a decidedly marked improvement during the past two years, in being more thorough and practical, the purpose being to instruct the child how to think, how to reason and how to study.

"Power comes from mastering things, not from making weak and fruitless attacks upon them. The school is an institution designed primarily to give children intellectual power, and secondarily to give them necessary and useful knowledge." In the primary grades the teacher's preparation is manifest in many plans and devices in order that she may develop the intellectual powers of the child's mind. In the grammar grades much attention is given to the assignment of lessons, correlation of studies, supplementary work and individual preparation by the teachers. Consequently those pupils who graduate from the eighth grade have a good elementary foundation of knowledge, fitting them for the ordinary business of life, or as a preparation for acquiring higher education. The government and discipline, throughout the different grades, are worthy of commendation

and are perceptibly encouraging, being absolutely necessary, if school work is to result in transforming dormant minds into intellectual men and women of culture, self-dependence and mental and moral power. The greater the interest centered in the child by the teacher, making him realize that she is his benefactor throughout all his difficulties relative to his school life, the greater the respect and obedience in return. Hence, a corresponding enlargement of results in the knowledge and intellectual power acquired by the pupils.

HIGH SCHOOL.

The Butte City high school in Silver Bow county is an accredited institution of which the public may feel justly proud. It has a spacious gymnasium well equipped for military tactics and athletic exercises. New laboratories have recently been provided and thoroughly equipped for teaching the natural sciences. A carefully selected library, consisting of 2,000 volumes, has been established for the use of students and faculty, and is under the supervision of a librarian. The books are such that will directly supplement the work of the classroom. Hence, you may find books bearing upon history, economics, literature, biology, science, geography, art, mathematics, etc. Students do class work with reference to using the library daily and are requested to look up the necessary data through the aid of the librarian.

Its course of study has been so revised that students who wish to do so may fit themselves for entrance to our best colleges and universities, or to enter the business avenues of life reasonably well equipped to successfully perform its exacting duties. Of the five courses submitted to the students on entering, the classical, college preparatory and the commercial seem to be the most largely patronized, while many take up the English or scientific course.

The faculty, which consists of seventeen instructors, are graduates of some reputable college or university, and, while the principal and his assistant have the general supervision, each department has a head, who shall consult with his assistants for the purpose of unifying and systematizing the work; thus raising its efficiency to the highest possible degree. The enrollment during each of the past two school years, was between five hundred and six hundred. A semi-annual graduation takes place, from which seventy or more young men and women have gone directly into active life, or have entered higher institutions of

learning since June, 1901, their places in the high school being filled by a larger number of eighth grade graduates. An "alumni" and other associations have been organized, through which culture, refinement and sociability have developed much to the credit of the school. The government is largely self-government, and the discipline is excellent. The spirit of loyalty to the school and its organizations is everywhere apparent, and the most friendly relations exist between the faculty and its students.

RURAL SCHOOLS.

While the "city" school system of education has been making strenuous efforts to adjust itself to the requirements of a new and more highly complex civilization, the "rural" school system is carried along in very narrow lines. Seemingly, all that is expected is some kind of a school for a few months of the year, where shall be taught the simplest rudiments of reading, writing and arithmetic. Why not the country child have just as good training of a certain character as the city child?

To secure this, we need and hope to acquire, through the next legislature, a revision of many of the present school laws, which will very materially benefit the present conditions in the rural school districts of Montana.

What they need ars laws to sustain them in acquiring a greater amount of school funds, in order that longer school terms and better school facilities may be promoted.

School trustees, who have had the advantage of an English education, and not only as the present law states, "any qualified voter is eligible to the office of school trustee," more supervision through county superintendents and trustees, other than an official visit, and the certificating of the teachers, which is a very important duty, no doubt, yet the certificate does not reveal the applicant's weakness in tact, ability or aptness to teach and govern a school. The certificate is simply the result of a poor test of the applicant's knowledge of a common English education to the inexperienced teacher. Hence the importance of the superintendent's knowledge pertaining to the individuality of the applicants whose manuscripts generally demand recognition in the issuing of certificates, but the ability to teach school is determined upon by the actual work in the schoolroom. In many cases the county superintendent could suggest teachers of ability to the rural school boards, but since it is not mandatory the trustees use their own judgment, sometimes to the detriment of the

school. Consolidation of rural schools, and the transportation of pupils, will secure longer school terms, better grade work, more efficient teachers and more comfortable school houses. In this county we have two schools which might be abandoned and pupils transported five miles.

QUALIFICATIONS OF TEACHERS.

Of the two hundred or more teachers employed in the different school districts of the county, sixty-five have had the advantage of a college or university education, sixty the advantage of normal school training, and eighty-seven high school graduates. Hence we have scholarship, the most essential requisite, as well as culture and ability among the public school teachers in Silver Bow County, three qualifications which always command respect, attention and obedience from those with whom we come in contact in school work.

Much interest is taken by the teachers in professional reading along the line of school journals and reading circle work. In the year 1901 a course of reading was taken up, consisting of literature, pedagogy and natural study. "The Art of Study," by Dr. B. A. Hinsdale, the great Michigan educator, was the leading authority in pedagogy. The ultimate object of this book is to place the "Art of Study" as a tool, or instrument, in the hands of pupils and students in the schools. But, as this object can be reached only by way of the teachers, the book is primarily addressed to them. The reading circle work for the year 1902 consisted of "The Art of Teaching," by E. E. White; "The Education of Teacher," by W. H. Payne, and "Thinking and Learning to Think," by N. C. Schaeffer, the latter book being read by the teachers of Silver Bow county at the present time. The author has for many years been among our foremost lecturers upon education. He has brought to this discussion the matured convictions of broad training in American and European systems of schools and a wide and successful experience in teaching pupils and directing systems of education. This volume is not designed to supplant systematic treatises on psychology and logic. Its aim is to throw light upon one important phase of the art of teaching pupils how to think. If it contributes but two mites to the treasury of information on the science and art of education, the labor bestowed upon it has not been in vain, and that to a faithful teacher even a tenth of a grain of helpful suggestion, is worth more than many tons of destructive criticism. Montana has a great deal to accomplish yet along

the line of teachers' professional reading before it can compete with eastern states, where twenty years ago, the time of its inception, there was practically very little pedagogical literature. Since then a great deal has been accomplished in systematizing teachers' reading circle work, and like any other profession, today the teachers' profession can boast of the noblest pedagogical literature in the world.

TEACHERS' INSTITUTE.

The annual teachers' institute was held at the beginning of each school year for one week. The purpose of such an institute is professional, and deals chiefly with principles and methods and their illustration and application in organizing, managing and imparting instruction. Under the arrangement of these institutes, the instructors met the teachers by grades, and their instruction therefore applied only to the special work of the teachers before them. Men and women prominent in educational circles were present from abroad, as instructors, and contributed largely to the interest and value of the institute. It was not the design of any of the instructors to emphasize academic instruction, but they discussed methods of presenting work, ways of handling the knotty questions, and did much to inspire the teachers for the work of the school room. Many valuable and interesting lectures on "School Hygiene," "Habit," "Education for Future Work," etc., were delivered in general assembly; the teachers receiving many suggestions towards the preservation of pupils' health, the formation of habit and on instruction—not alone for their scholastic years, but for future life. Instruction on special lines of work, such as music and drawing, was handled by the specialists engaged in such work in the city schools, every hour being taken up by the different grade teachers, who were supposed to present the theme to the pupils in their respective grades in the same manner. One of the interesting features of our last institute was the display of drawings, which was shown at the National Educational association meeting in Minneapolis last summer.

The collection embraced specimens of work from the several schools of the Western Drawing Teachers' association, which includes all schools in Chicago and west to the Pacific coast, where the Prang system is used. The holding of a county teachers' institute is one of the most important duties of the county superintendent, and the only means of reaching the iso-

lated rural school teacher, who has not the intercourse with other teachers, nor the benefit of any supervision like our city teachers. Here they get suggestions, inspiration and encouragement for the active work of their school, through instruction and association with others of more experience and success. Hence, the importance of the county superintendent to determine to just what extent his or her institute shall be instructive and inspirational, and who shall be chosen for the work of instructing.

TEXT BOOKS.

The common school text books, which have been in use during the past five years, can very materially be improved upon. Many standard series of text books, adapted to uniform grade work, have come into use of late years, which are not only written on a more practical basis, but are marvelously beautiful; particularly so are the series of readers for the primary grades, where the child is inspired with beautiful thoughts through the illustrations appealing to his vivid imagination. The child's attitude toward reading, and the habits formed in giving expression to what he reads, depend in a great measure upon the attractiveness of the book. Those readers have been prepared by persons who have spent years in public school work, either as actual primary teachers, or as supervisors of such work, consequently some degree of wisdom should result from such experience. Not alone have we better readers to select from, but better language books, better geographies and better arithmetics for the primary grades. What I have said of the text books for use in the primary grades, is also true of the text books for grammar grades. Numerous late books have been prepared for such grades by persons of the ripest scholarship and long experience in teaching.

Considering this a very important matter to make a selection of text books for the common schools of Montana, I believe that such a selection should be handled by a "state commission" composed of ten persons of broad experience in the common schools and who are supposed to know the conditions and requirements of such schools.

DISTRICT LIBRARIES.

The school library is now recognized as an essential and a most important agency in public school education, as the value of good books, especially to our youth in school, cannot be overestimated. Much valuable information is secured by the pupils

of the grammar grades in reading library books in connection with class work assigned them from the text book.

In the primary grades much benefit is derived from the reading of such books, through the reproduction work in language, while the pleasure derived from such reading is inestimable. Much attention has been given during the past two years to school libraries. In the city school buildings, which number seventeen, and also in the rural districts, may be found small libraries, comprising books for supplementary reading, general literature, science, history and biography, geography and travel, suitable to the different grade work. In some of our rural districts the only good reading accessible to the children is that in the school library, which fact has been impressed upon the rural school trustees through the school law, which provides that not less than five per cent of the county school fund apportioned to the district shall be expended for library books annually.

SUPERINTENDENTS' DUTIES.

Our mandatory duties are many; such as annual reports, school visitation, the holding of examinations, institutes, etc., all of which are important and necessary. But it is my opinion that school supervision, especially in the rural schools, is an essential duty through which much good may be accomplished, if suggestions to the teachers are given in a sympathetic manner. We should start out with the intention to assist and benefit the teacher in every possible way, and make the application as each case requires. The presence of a superintendent should not be regarded other than a friend. The relation should be one of individual personal friendship; then, where information or suggestion is needed, there will be no difficulty on the one hand in offering, nor on the other in receiving. Effective supervision does not lie in superintendents who go to the school, take it all in, and go away without remark and the teacher hears later from the trustees.

A superintendent should avoid too critical attitude toward the teacher or the pupil who is reciting; endeavoring, as far as possible, to maintain an apparent well bred impassivity toward the exercise. The production of a notebook and the jotting down of a word or two will often bring about the same kind of collapse to a sensitinve, conscientious teacher that would come to a patient, if before an operation the surgeon brandished his knife in artistic circles before the eyes of his victim.

Failures are not so much in the class work as in defective attention to seat work. We should see what all the pupils are doing, and how the teacher tries to get it done. In getting the best out of visitation, we must consider not only how most to benefit the teacher, but how to do the most for the children by using a kind word as a stimulus. We need more child study in its practical form in our rural schools. I have found suggestions like the following to be very effective: Try to cultivate the pupil's good nature and allow the bad to die from neglect on your part. Let your school be a home, where love and comradeship are the only things tolerated within its folds. Try to make your school pleasant. Do not allow fear to mar the sunshine of a score or more young lives.

MARY MULLINS,
County Superintendent of Schools.

Sweet Grass County.

Big Timber, Mont., Oct. 21, 1902.

Hon. W. W. Welch, Helena, Montana:

Dear Sir:—The schools of Sweet Grass County were never in a more prosperous condition. During the last two years three new districts have been established, two up-to-date school houses built, and a splendid corps of teachers are employed. Every teacher with but two exceptions are holding a second or first grade certificate. There are thirty-four districts in the county. With few exceptions the schools are open from six to nine months in the year.

There are four schools without libraries, but many have purchased books this year. The Circulating Library Plan was introduced aside from the law regarding libraries and has been a great success, fifteen districts having adopted the plan up to date. The County High School has been established and is looked upon with favor by all. Under Professor Worrell's able management it has given universal satisfaction. We predict a successful future for our County High School. At present we have two most competent teachers with twenty-one pupils enrolled.

There are still some districts where the culture and sentiment of the district demands help, stimulus, and needful apparatus and comfortable furniture for the school and where the trustees recognized the importance of seeking good competent teachers, and

paying them reasonable salaries and aiding them in their efforts to educate the pupils of the school. Trustees are taking more active interest in school affairs. The records are better kept, but there is still room for improvement in this line.

Arbor Day was observed by most of the schools of the county. Many of them had short appropriate programs and spent the rest of the day in planting flowers and trees.

The examination for eighth grade diplomas is an inspiration to the pupils and has served in many cases to lengthen the school life of the boy and girl. The last two years 32 have received eighth grade diplomas. Would recommend that eighth grade teachers make out these examination questions, as many of the questions made out by university and normal teachers are not practical for eighth grade pupils.

Would suggest that a board of examiners be employed for examining teacher's certificates. The difference in county superintendent's grading is unsatisfactory for the reason if unable to get a certificate in one county they have the privilege of going to another and often obtain a certificate. All the permits granted are usually to the more incompetent; of course, there are exceptions.

I think the present tax law sufficient.

The teachers' records are kept quite well, as I furnish each teacher with record book requiring data kept.

I have had some difficulty with the law relative to transferring pupils. Three districts refused to transfer the money; nothing could be done but bring suit and in each case the cost would be greater than the apportionment to be transferred.

While the present course of study is better than none, I think it needs to be made over entirely. I would like the adoption of the Illinois state course.

Special attention during the past two years has been given to spelling, reading and physical culture with excellent results.

As I retire from office I leave my best and most cordial wishes for the future welfare of the schools.

Very sincerely,

STELLAH WALKER IRVINE,

County Sup't of Schools, Sweet Grass County, Montana.

Teton County.

Choteau, Mont., Nov. 17, 1902.

Hon. W. W. Welch, State Sup't of Schools, Helena, Montana:

Dear Sir:—Relative to the biennial report, we believe we can safely say that the schools of Teton County were never in a better condition. Our corps of teachers are doing as good work as any in the state, the better wages being one attraction for the eastern trained teacher.

Five years ago this county had but five school districts. Now we have eleven and employ twenty teachers. Have created two new districts within the last year, and built four new school houses, modern, up-to-date buildings too, with all the necessary furniture and some unnecessary, i. e. the Yaggy chart. Eight of the districts have organs purchased by money raised by teachers and pupils giving entertainments. We have a County Free High school established by a vote of the people. Every precinct in the county with but a single exception, voting in favor. At present but one teacher is employed, two are badly needed. This high school has been a great help indirectly to the rural schools, as it has made something in higher education possible to all of our country boys and girls. The salary of the high school teacher is $1,500 per term of nine months, that with incidental expenses incurred by janitor and fuel being all the expense so far this year. Several of the districts having complied with the law two years ago relative to the purchasing of libraries have asked the school this year to give an entertainment and purchase additional books, which has been or will be done. The books purchased in all instances have been selected from the list found in the course of study, book cases being a part of the furniture of each school.

The consolidation of districts in this county could not well be recommended, as that point is practically reached now. Nine of the eleven districts have held eight months of school the remaining two not having sufficient funds to have but six months. The general levy of six mills is sufficient in most districts after the district has been fairly started, having to build and furnish the school house affects the length of the school term for the first year.

Have issued ten first and six second grade certificates which with the professional and third grades make a total of twenty-one certificates in the last year.

The teachers follow the prescribed course of study as nearly as

possible. But a general complaint from teachers and pupils that the eighth grade examinations are too difficult especially in civics.

The average eighth grade questions being as difficult as the teachers examinations for third grade certificate.

There are many points of the present school law which might be changed to the betterment of the general school system, and we believe in time will be done. One especially, that teachers should have normal training before receiving certificates to teach. As but few who enter the school room as teachers have that natural faculty of imparting knowledge and possessing God's first law which did so much in the "Evolution of Dodd."

With best wishes for the schools the succeeding county superintendent and yourself,

I am very truly,

FANNIE E. CHENOWETH,

County Superintendent.

Valley County.

Glasgow, Montana, Nov. 6, 1902.

W. W. Welch, Sup't Public Instruction, Helena, Montana:

Dear Sir:—In addition to the annual report I desire to submit the following:

Valley County is divided into nine districts, the largest being about seventy-five miles long by forty or fifty wide. In these districts there are thirteen school houses or buildings used as such.

Two new districts have been created and five school houses built in the past two years. The county is fast settling up and the school houses follow the settler.

In regard to average area of school districts, will say that there is no data in this office nor in that of the county clerk, showing number of square miles in district.

As to annual reports if there could become a way to make the trustees send in any kind of a report it might be an improvement.

I find the course of study has been of some help, but each teacher seems to be obliged to adopt it to suit her needs.

The library list should be extended so that school boards might have a better and larger list from which to select.

As to Arbor Day observance, it is impossible as yet to do anything in any of the districts for the reason that water is not obtainable for irrigation.

The better class of school grounds will soon be provided with

wells and windmills and then something may be done. Experience has taught that it is waste of time to plant with no hope of watering. However, the programmes are often carried out and an interesting time given the pupils.

Two years ago ten teachers were employed, now we need seventeen to keep all the schools going. In District No. 1, Glasgow, a High School has been organized and under the efficient management of Prof. G. W. Attebery, is proving a great success and a benefit to the town in bringing people here. In this school also an advance has been made in employing a third teacher and in paying higher wages, so that we now get the best.

At Malta a beautiful and commodious brick building has been erected, displacing the old frame structure that had outgrown its usefulness. Here also the attendance has more than doubled, making it necessary to employ three teachers where formerly one sufficed. So we might speak words of praise and commendation for every district in the county for there has been growth and advancement everywhere. At least four districts are planning to build new buildings of not less than two rooms each.

Among other things there has been a decided advancement in the grade of teachers employed and the class of teachers who desire to come here. There are at present but three third grade teachers in the county and they expect to advance at the coming examination.

The law relating to libraries has been enforced in all but two districts and would have been in those, but the trustees in each case are planning to build and the old buildings are in such a condition that books cannot be kept from injury, so the fund has been allowed to accumulate.

I have no doubt that the next two years will witness even greater advancement, for the people are everywhere clamoring for more and better schools. May the good work go on.

Respectfully,

CARRIE E. LUTHER,

County Sup't of Schools.

PART II.

BIENNIAL REPORT.

CORNER OF MUSEUM.

THE LIBRARY.

UNIVERSITY OF MONTANA, MISSOULA

The University of Montana.

By President Oscar J. Craig, Ph. D.

The University of Montana had its origin in a grant of 72 sections of land, made by the federal government to the State of Montana for university purposes. It was provided that the land should be used to form a principal that could never be diminished, and the income from which would form a fund to be applied to the maintenance of the university.

The land selected for the University was amongst the best in the State, and as a result it almost at once began to bring in a revenue. This revenue arises from three sources—leases, licenses to to cut timber and the interest arising from the investment of money derived from the sale of lands. It was in this way that the money was accumulated that was used for opening the University in 1895.

The legislative act providing for the organization of the University bears date of February 17, 1893. In accordance with the provisions of the State Constitution, this act placed the University under the control of the State Board of Education. This act also gave general directions concerning the organization of the different departments of the University, the courses of instruction, duties of the president, fees, etc.

At the December meeting, 1894, the University committee of the State Board of Education reported in favor of opening the University in September, 1895. In order to facilitate the opening of the University, the citizens of Missoula donated the use of their elegant and commodious south side public school building to the State until permanent buildings could be constructed. About $3,500 was spent in improving this building and putting it in order for the use of the State. The amount was raised by special tax, levied for this purpose.

A local executive committee was appointed to assist the Board in their work. This committee consisted of J. H. T. Ryman, Judge Hiram Knowles and Col. Thos. C. Marshall.

The Board of Education at its June meeting selected Oscar J. Craig, A. M. Ph. D., of Purdue University, Lafayette, Ind., as

President. President arrived in Missoula July 1, and at once began work. The opening of the University was arranged, the building furnished with desks, apparatus, supplies of different kinds, and about 1,000 books to form the nucleus of a library. The Faculty was completed as follows:

Oscar J. Craig, A. M., Ph. D., President.—Professor of History and Literature.

Stephen A. Merritt, B. S.—Professor of Natural Science.

Cynthia Elizabeth Reiley, B. S.—Professor of Mathematics.

William M. Aber, A. B.—Professor of Greek and Latin.

Frederick C. Scheuch, M. E., A. C.—Professor of Modern Languages and in charge of the Department of Mechanical Engineering.

Mary Olive Gray—Instructor in Music.

Mary A. Craig, B. S.—Librarian.

The University was opened on September 10, 1895, with appropriate ceremonies. Fifty students were enrolled the first day. This number continued to increase, so that the roll numbered 118 by the end of the first fiscal year, November 20, 1895, and 135 by the end of the first college year, June 10, 1896. The enrollment in the University has been constantly increasing. At the present time the number in attendance is much larger than for any previous year.

THE BUILDINGS.

At the meeting of the State Board of Education held in June, 1896 President Craig was directed to prepare a plan for the arrangemtnt of the buildings when these should be constructed upon the University grounds.

This plan was submitted and approved at the meeting in December, 1896.

"In submitting the plan it was accompanied by the following statement: In the proposed arrangement of the grounds and buildings it has been the endeavor to make such a beginning that the needs of future years will not necessitate any reconstruction of the plan of buildings and campus; to provide a systematic plan that may be gradually developed as the necessities of the institution and the amount of income will justify. Our plans should look to the future and yet be in such shape as will best accommodate the needs of the present.

The University has continued to prosper from the very beginning. New books, new material and new instructors have been added. The Legislature of 1897 appropriated $16,000 for the maintenance of the University during the years 1896-7 and $19,000 for the years 1897-8. The same legislature gave the University authority to issue bonds to the amount of $100,000 and bearing not more than 6 per cent interest—due in thirty years and payable in twenty. These bonds are secured by the income from the Univtrsity land.

At the December meeting of the State Board of Education in 1896 President Craig asked the Board to appoint a committee of its members whose duty it should be to report a plan for raising the funds necessary to begin the erection of the permanent buildings for the use of the University. At the same meeting he proposed the above mentioned plan showing that it was feasible because the income from the lands was sufficient to pay the interest on the bonds from the beginning.

A committee was appointed consisting of J. M. Hamilton of Missoula, Peter Winne of Helena, and H. H. Grant of Grantsdale. This committee met in Missoula in December and after careful deliberations reported in favor of the plan that had been proposed by President Craig. This committee recommended that the amount of $100,000 be increased to $150,000 as soon as the income would justify such an increase.

Senator Smead prepared the Bill, which was known as Senate Bill No. 1. In due course of time the Bill became a law. According to the terms of the bill Governor Smith appointed a Building Commission consisting of E. A. Winstanley, Alfred Cave, Joseph Wood, George Higgins and J. R. Latimer. This Commission met, organized and employed A. J. Gibson of Missoula as architect. In the meantime the bonds had been sold at a premium.

Before the work of building was completed, on account of his moving away from the city, Mr. E. A. Winstanley resigned his place on the commission and Mr. F. L. Stoddard was appointed to succeed him.

This University Building Commission with the proceeds arising from the sale of the bonds previously mentioned constructed two buildings.

University Hall, the larger of the two buildings, stands on the

east side of the oval, directly opposite to the entrance to the driveway. It faces west.

A little to the south stands Science Hall, which faces to the northwest, and ilke University Hall fronts upon the oval.

University Hall contains the Library, President's Office, Museum, Assembly Room Biological Labaratory and also lecture rooms for History and Philosophy, Drawing, Literature, Elocution, Latin and Greek, French and German, Mathematics, English and Rhetoric and Biology.

Science Hall contains the steam plant that heats the system of buildings and furnishes power for the Mechanical Laboratory. This building contains the equipment and appliances for work in Mechanical Engineering, Chemistry, Physics, Geology and Minerology.

The interiors of these buildings have been planned with especial reference to the present needs of the University as indicated by the work already in progress as well as to anticipate future demands.

On the 18th of February, 1899, these buildings were formally presented to the State by the Commission in the presence of the members of the Seventh General Assembly of Montana and a large number of other citizens representing all parts of the State.

The keys of the buildings were presented to Governor Robert B. Smith, President of the State Board of Education, by the Secretary of the University Building Commission, Mr. Joseph Wood.

The Governor responded in a brief address and in turn delivered the keys to President Oscar J. Craig. In accepting the trust President Craig spoke briefly, outlining what had already been accomplished and setting forth what he hoped the future would bring to the State of Montana.

THE UNIVERSITY GROUNDS.

Arbor Day, 1896, is a memorable day in the history of the University. On that day the magnificent grounds that had been donated to the State by Mr. E. L. Bonner and Hon. F. G. Higgins were dedicated to University purposes. These grounds, comprising forty acres of excellent land had already been fenced by the Missoula Board of Trade. On tthis day 500 shade trees were planted with appropriate exercises. These exercises were participated in by a large concourse of school children, societies and citizens.

The University campus lies near the southern limit of the City of Missoula, at the base of the hills which enclose the eastern end of the valley. To the north lies the Missoula river; westward stretches a wide plain whose western and southern horizons are bounded by the Bitter Root mountains. A substantial beginning has been made toward the improvement of the campus. A double row of trees has been planted along the north, west and south sides. Near the center an oval lawn of about three acres in extent is marked out by a broad, gravelled driveway; around this is a sidewalk with a space between the walk and driveway for grass, flowers or shubbery. The entrance to this driveway is at the western side, from University avenue.

A double row of trees is planted around the drive. These have made an excellent growth and already present a beautiful appearance.

The Athletic Field is located in the northeastern corner of the University grounds and is in excellent condition. A quarter of a mile running track, twenty feet wide, has been constructed and is well scraped and leveled. Within this track, which is in the form of an ellipse, are located the baseball diamond, and the football field.

The tennis courts and croquet grounds are south of the running tracks.

The buildings have proven entirely satisfactory, being convenient well lighted and adapted to the use for which each one was designed. The campus has been improved by the planting of additional trees and the extension of driveways and walks. There is an adequate water supply and the beautiful lawns and trees do not suffer for lack of sufficient irrigation.

THE WOMANS' HALL AND THE GYMNASIUM.

The General Assembly of 1901 authorized the University to make another bond issue of $70,000, $40,000 of this was to become available as soon as the bonds could be sold and the remaining $30,000 in four years. The details of this later issue were left to the State Board of Education.

The issue of $40,000 was sold early in the year 1902. A building commission consisting of Reuben Latimer, Frank G. Higgins, Daniel Heyfron, Jr., Alfred Cave and Frank L. Stoddard was appointed and A. C. Gibson was selected as architect.

This commission contracted for two buildings: A womans' hall three stories high with basement, and a gymnasium two stories in height. Both buildings are nearing completion and will probably be ready for occupancy at the beginning of the second semester of the present year.

The woman's hall contains living accommodations for about seventy-two lady students, and for those people who may have the care of the building and the management of its affairs.

The Gymnasium in addition to ample floor space for physical exercises and military drill is fitted up with lockers, dressing rooms and hot and cold baths..

A committee from the Faculty, entitled the Committee on Athletics and Gymnasium Work, has general oversight of the athletic sports and gymnasium exercises. The details of the management are in the hands of the Board of Directors of the Athletic Association. Regular gymnasium classes have been organized during the past year. One of young men and one of young ladies. The class of young men have exercists with the dumb bells, Indian clubs punching bag, etc., together with "setting up" exercises and military drill. The class of young ladies are drilled with the dumb bells, Indian clubs, free arm exercises, wands and in general calisthenics. This has been made possible by one of Missoula's foremost citizens, Mr. C. H. McLeod, who has very kindly equipped the gymnasium with paralel and horizontal bars, traqeze and swinging rings, chest weight machines, and Whitely exerciser, vaulting horse, punching bag, boxing gloves, fencing foils, Indian clubs, dumb bells, wrist and finger machines, and a rowing machine. Besides these there are two small mats for the bars, and a large gymnasium rug, sixteen feet square, for wrestling and boxing.

The gymnasium is located in the northeastern part of the grounds and is of convenient access from the running track and the football and baseball grounds.

THE BIOLOGICAL STATION.

In the summer of 1899 the University established a Biological Station on Flathead lake at the mouth of Swan river. During the four years that it has been in existence considerable work has been accomplished. Students have attended the various courses of lectures that have been given and professors and students from other

states have been in attendance, attracted by the facidities offered for invesigation and research in biological lines.

THE SUMMER GEOLOGICAL EXPEDITION.

n the summer of 1900 the first geological party was sent out. The principal object of the expedition was to obtain Montana fossils for study and for display in the museum of the University. Good ores, minerals, rock samples and biological material were to be procured when easily accessible. The expedition was in charge of Earl Douglass, assistant in the Department of Chemistry and Physics.

The whole distance traveled was about 800 miles, and a large and valuable amount of material was collected for the museum.

In June, 1902, Professor Rowe of the Department of Physics and Geology, organized a party and spent seven weeks in the field collecting. This party spent their time principally in the counties of Meagher, Fergus and Park. This expedition was also prolific in the most excellent results.

THE SUMMER SCHOOL.

The State Board of Education at their meeting in December, 1901, approved the President's plans for a Summer School. An appropriation was made and directions given.

The school opened June 16, and continued in session for six weeks. It was well patronized. The students coming from various parts of Montana and from other states.

GROWTH AND DEVELOPMENT.

In the seven years the University has been in existence the number of instructors and employees has increased from six to nineteen, and the number of departmentsi from five to fourteen. There are at present departments of Mathematics, Ancient Languages, Modern Languages, Literature, English and Rhetoric, Elocution and Physical Culture, Biology, History and Economics, Psychology and Methods, Chemistry, Physics and Geology, Drawing and Music. In addition to these departments there is a School of Mechanical Engineering and a Preparatory School.

The number of students enrolled in the fiscal year ending December 1, 1902, is 347. The appropriations have increased from $12,500 per annum to $35,765 per annum. Starting into existence wthout aniy buildings of any kind, four commodious and handsome structures, ornament the University grounds.

ATTENDANCE.

The enrollment at this date December 1, is already more than fifteen per cent greater than for all of last year. This increase is in the number of students taking regular lines of work. The number of students in special subjects remains about the same.

This phenomenal increase in attendance is due to several causes. The people of Montana are, year by year, taking a greater amount of interest in their educational institutions. A number of the cities of the State already have their courses of study so arranged that their graduates may enter the different departments of the University, without examination.

Other cities and towns, that from lack of population and financial means, are not able to maintain an accredited high school, have the work they are able to complete so arranged as to be in line with the requirements for admission to the University.

The County High School is another factor that is of benefit, and to this we must look as the means that will place the opportunity for obtaining this preparation within the reach of every boy and girl, in every county in the State, where such facilities are not already provided by the city schools.

The going into effect of the state course of study for common schools is another of the factors that has contributed to the increase in numbers. When high schools are not accessible to those completing this course, the students are coming to the university to complete theri preparation for collegiate work. This they do in the preparatory department, their dipomas being accepted for admission to this department.

From its first organization, the University has striven for a complete unification of our state educational system. A decided advance has already been made in this direction, and the more complete the details can be worked out, the better it will be for the whole system. We have all the steps in the system, the kindergarten, the common school, the high school, the college and university. The thing especially needed is to bring the work of each in complete harmony with all the others.

The attendance is becoming more general throughout the State. More counties are represented this year than ever before. Many families are moving to Missoula in order to have the benefit of the University. Because this is true, and that the most of those so coming invariably give Missoula as their postoffice, rather than

their old one, it is made to appear that the attendance is much more local han it really is, and consequently the service of the Universiy to the whole State is frequently underestimated.

THE FUTURE.

The prospects of the University were never brighter than they are today. In the short space of time that the work of the instituton has been n progress an able facuilty has been collected.

University buildings have been constructed, and the grounds have been regularly platted and arranged. There has been established a good working library, a museum that contains a large collection of minerals and ores, and while not by any means complete, is fairly representative of the State.

A body of students has been gathered together that is second to none in spirit, in enthusiasm and in disposition to work.

The College of Agriculture and Mechanic Arts.

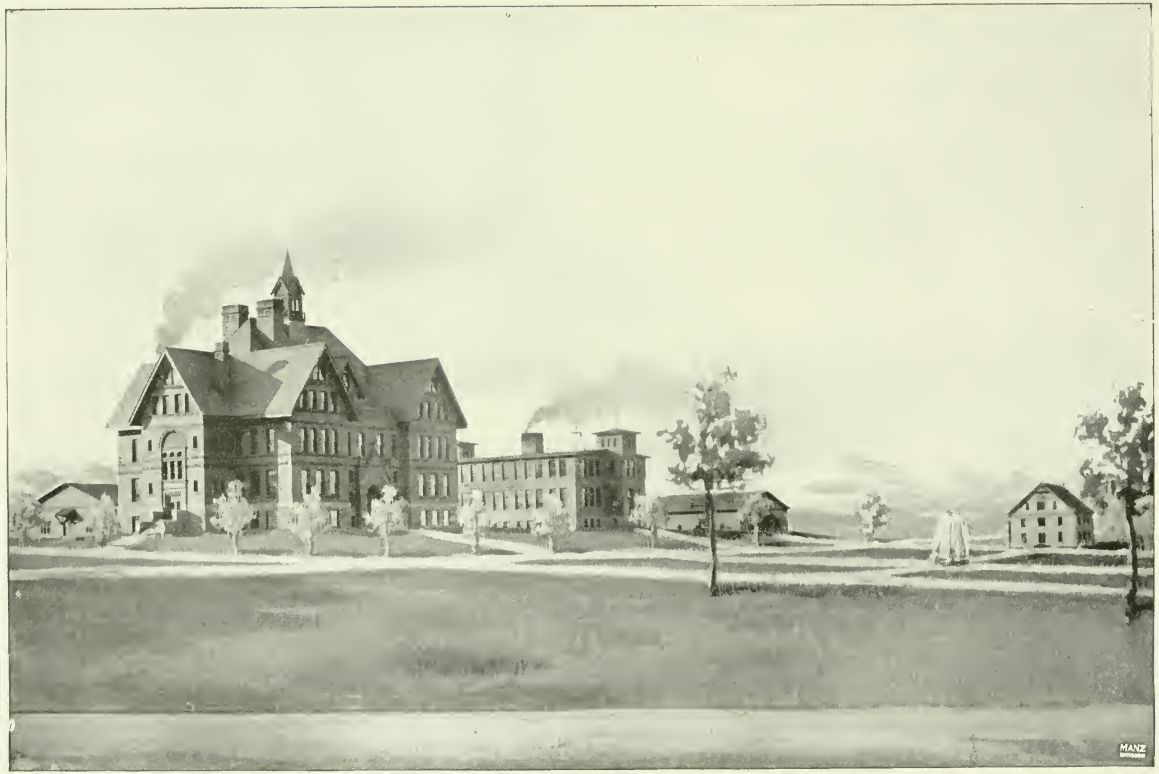
This institution was created by an act of the State Legislature approved Feb. 16, 1893. Following the provisions of this act the State Board of Education selected a farm and a site for the college buildings within the limits of the City of Bozeman and to the southwest. A preliminary or organizing term of the college opened on April 17 and was continued ten weeks.

Courses of study were printed, and all necessary arrangements were made for commencing the regular work in Sept. 1893. It was the first State institution to be organized and opened for the reception of students.

At the preliminary session there were two members of the faculty, and eight students were enrolled, five male and three female. An appropriation of $15,000, which was made by the State legislature for maintenance during 1893-94 was not available because appropriations exceeded the constitutional limit. As the College had no buildings, Mr. Nelson Story placed at its disposal the Bozeman Academy building while the Bozeman Public School Board generously permitted the use of several rooms in their building.

In spite of the great disadvantages, the work was fairly satisfactory. There were during the session of 1893-4, nine members of the faculty and 139 students were enrolled, 78 male and 61 female. Of these 38 were in preparatory classes and 101 in Collegiate and Special classes. During this year the courses were outlined, but the work was of an elementary grade. A. M. Ryon was president of the College until July 1, 1894, when James Reid became president.

With the work of the year of 1894-95, a new policy was inaugurated in the effort to reach a higher grade of work and to broaden the scope in harmony with the Morrill's Act. The report of that year was in part as follows: "We have felt greatly the need of more room in all departments of work." The total enrollment of



AGRICULTURAL COLLEGE, BOZEMAN

students was 146, or nine of an increase over the preceding year.

The character of the work was of a higher grade and the general tone of the students of a higher order. The effort has been made to attach more significance to the study of English, hence it has been introduced more largely into the preparatory and college courses. The laboratory method has been introduced as far as circumstances will permit and with very gratifying results. The faculty numbered twelve.

The session of 1895-96 was one of progress along the various lines of work. The work was carried on in rented rooms in various parts of the city. The State Legislature passed an Act authorizing the issue of bonds to the amount of one hundred thousand dollars, said bonds to be secured by the mortgage of fifty thousand acres of land, the funds to be used for the erection of suitable buildings for the College.

Arrangements were made for the erection of five buildings, viz., a main building, a building for Chemistry and Physics, a Shop building, an Armory and an Electrical building.

During the year the faculty was increased to 14, and the number of the students enrolled was 155. The report of the president upon the work of the College year 1896-7 shows that the elective system was introduced in all collegiate courses excepting Chemistry and Engineering courses. The number of students enrolled during the year was 164, with a faculty of 16.

For the year 1897-98. ——— Faculty 18 —— Students enrolled 201—. A biological department was organized covering three terms of six months each. The standard was raised for entrance to College courses and the Common branches thrown out making it necessary for students to prepare in these subjects in the public schools.

For the year 1898-99. Faculty, 19. Students enrolled, 266.

During the year 1899-00 a course in civil engineering was added. About thirty-five acres of land was purchased within the city limits and contiguous to the College campus at a cost of four thousand dollars. A new building was erected for a gymnasium at a cost of eleven hundred dollars. The standard of the Commercial department was raised above that of similar institutions in the State which effected seriously the attendance for the year. The attendance in the Department of Music was much smaller than usual owing to the absence of Miss Calvin, who spent one and a half years

in Germany for the purpose of study. The faculty numbered 19 and the number of students enrolled in all departments was 212. The College has made progress in all departments of its work and throughout its history the standard of work has been raised until the College holds a place among the leading institutions of the country, while the work done is recognized as the equivalent for work of the same grade in Columbia University and other eastern institutions.

During the summer months of 1900, the heating plant was improved by the installation of steam, the hot air system having proved a failure. The new system cost sixteen thousand dollars. This new system has proved very satisfactory. It is a combined system of direct and indirect radiation and ventilation of classrooms and laboratories is secured by electric motors and fans in the basements of the main building and the chemical building. The College has also its own electric lighting plant. The faculty was increased to 23. The number of students enrolled was 276.

In the spring of 1901 slight changes were made in the tabulation of courses in the catalog. A group system was established for the various lines of College work which does not include the courses in Engineering. The following groups were offered, viz.: Botany, Chemistry, Domestic Science, English, History, Mathematics, Modern Languages, Physics, Zoology. Candidates for the bachelor's degree must complete satisfactorily not less than 130 credits including military drill or domestic science and a thesis.

The faculty now consists of 26 members, many of them specialists and post graduates from Eastern universities. The number of students enrolled during the year was 276. The effort throughout has been to make the College representative of the best features of the new idea in education.

The demand for industrial education is growing from year to year. The design of the Morrill Acts has been kept constantly in view and the broad scope and purpose of the Land Grant Colleges could not be more clearly set forth than in the clause of 1862 which is here quoted, "The leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to Agriculture and the Mechanic Arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes

in the several pursuits and professions of life." Again in 1890 when the second Morrill Act provided a cash endowment for these Colleges, the Act stated that the funds were to be applied only to instruction in Agriculture, the Mechanic Arts, the English language and the various branches of mathematical, physical, natural and economic science, with special reference to their application to the industries of life, and to the facilities for such instruction."

It was never intended that the work seould be elementary and narrow in its application, but that it should prepare the children of the industrial classes for the work of life, whatever line of activity they might choose.

All which is respectfully submitted,

JAMES REID,
President.

Montana State Normal School.

The Enabling Act of Congress, passed in 1889, for the admission of Montana and other states, supplemented the liberal provision by which the 16th and 36th sections of every township were set apart for the support of common schools, with a donation of 100,000 acres to establish a State Normal School.

The need of such an institution was obvious in territorial times, and much more so when the admission of the state led to a considerable increase in its settlement. The scarcity of thoroughly trained teachers for the public schools has been felt in every county in the state. Some attempts were made to supply this training by private effort, and in a few instances cities established teachers' training classes in connection with their public schools. The impossibility, however, of making adequate provision by either of these means, led eventually to the abandonment of these experiments.

Drawn partly by rumors of high salaries, large numbers of teachers have been coming in every year from the east, and still larger numbers of young people whose homes were already in Montana, have entered the ranks of teachers with no other preparation than a common school course, frequently a meagre and abbreviated course at that.

But with all these accessions, the demand for capable teachers has steadily continued to exceed the supply available. School boards have often found that their indefatigable efforts to obtain a teacher for the school have gone awry, and instead they have brought out a wife for some enterprising young man in the district. Many a board, indeed, has found a traitor in its own ranks, who places private interest above the public weal, and connives with the teacher to transfer her activities, before the first term has gone, from the school to the home.

In the case of the male teacher, the attractive openings which a new country offers in other careers, draw off many of the most enterprising, and the ranks of the prosperous pioneers in almost

NORMAL SCHOOL

every field contain numbers of men who first came to Montana in the role of pedagogues. In still more numerous instances, young men who, had they lived under eastern conditions, would have become teachers, have given the preference to more lucrative callings.

An estimate based on a very rough approximation, but doubtless exaggerating the time, has placed the average career of the Montana school teacher at four years. With the development of more settled conditions, and especially with an increase in the proportion of professionally trained teachers, this average will naturally increase. But under present conditions it means a need for several hundred new teachers every year, without making any allowance whatever for growth.

While the Enabling Act of Congress contemplated from the first a state school for the training of teachers, the land grant was not immediately productive. Some years consequently elapsed before a Normal school was opened. At length, however, it was found possible to raise advantageously a loan of $50,000 guaranteed by pledge of the income from the lands. In the meantime the Legislative Assembly of Montana had located the State Normal School at Dillon, and had gone so far with its organization as to establish a Building Board, consisting of Hon. B. F. White, President; W. M. Oliver, Secretary and Treasurer, and Frank Eliel, all of Dillon. With the proceeds of the bond sale, this Board was able to erect one of the handsomest public buildings in Montana, and have it ready for occupancy in the summer of 1897.

In this connection a fuller statement may be made about the land grant. The lands pertaining to this grant have been selected with the most judicious care by the State land agents. They are located in all parts of the State. While largely grazing lands, a considerable amount of arable and timber lands are included. So successfully has the State Board of Land Commissioners administered the trust, that the proceeds of the leases of land and sale of timber have sufficed to so much more than meet the interest payments on the bonds, that a surplus has accumulated, amounting, on the first of November, 1902, to $58,146.77, that is, nearly $9,000 more than the principal of the bonds.

Such was the condition of the fund that a second 5 per cent bond issue of $20,000 was floated at par in April, 1901, for the purpose of erecting a second building. It is confidently and rea-

sonably hoped that, by the time of the next biennial report of this office, the accumulation may reach $70,000, the full amount of the outstanding bonds, leaving further income from the lands to be applied directly to the growing needs of the school.

Up to the present time, however, the current expenses and equipment aside from buildings, have had to be provided by appropriations from the general fund in the treasury of the State. The Legislative Assembly has shown appreciative liberality in this respect, and the biennial appropriations have increased with the growth of the school.

The Building Board turned over the property in 1897 to the Local Executive Board composed of Messrs. W. J. Crowell, President; A. L. Stone, Secretary and Treasurer; F. C. Kress and Fidel Huber of Dillon, and J. C. Mahoney of Silver Star. Messrs. Stone and Kress have staid continuously with the Board. Gov. Smith filled the places of the others in 1900 with Mr. Leonard Eliel, President; Hon. Edwin Norris and Hon. B. F. White of Dillon. The Local Executive Board organized the school, and have carried it on in cooperation with the State Board of Education.

The notion that anybody can teach a school—certainly anybody who has a fair common school education—is a notion that still lingers in the minds of some otherwise intelligent people. Against this notion the Normal School is a standing protest. The Montana State Normal School stands for the idea that teaching is a profession, based, like all genuine professions, on a substantial scientific basis, that it requires consequently, for the best success, a somewhat extended course of professional training, and that this training can be adequately acquired only by those who are themselves well educated.

The work of the Montana State Normal School began with a summer institute. This was followed, in September, 1897, by the opening of the first school year. The response on the part of the young people of the State was as great as could be reasonably expected, and the second year showed some increase of attendance. Very naturally, however, it has taken some time to make clear the importance of adequate preparation for teaching. In a State where people with no training whatever for the profession have been able to get schools at excellent salaries, it is no easy matter to impress young people with the need of spending several years in fitting themselves to become teachers.

Very naturally, too, a considerable number were drawn to the school who looked upon a Normal School as a place where,. in a few weeks, half-educated young people could be made into first rate teachers. Others who had failed to pass the examination for a county certificate, came with the hope of being primed up for another trial, quite content, apparently,. if they could barely meet the minimum legal requirement Such persons counted in the enrollment, and in many instances derived lasting good from the school. But as in most cases they remained but a very short time, the result was meagre and the actual daily attendance much below the total annual enrollment.

Gradually the school came to attract a smaller proportion of this class, and in the third year there was some decline in the total enrollment, which reached the minimum in the fourth year of the school. The loss was more apparent than real, however. For in this year of smaller enrollment, so great a proportion of those who entered remained throughout the year., that the daily attendance was but slightly below that of previous years, while the number of those pursuing a complete normal course was actually greater than ever before.

By this time the school had become sufficiently established to appeal more successfully to those who might be led to spend enough time and effort to complete a really worthy course. To this class the appeal of the school has been chiefly addressed, and while those are received and helped who come only to prepare for a county examination, yet the work of the school is directed mainly in the interest of those who are carrying on a regular normal course. It may be added that many persons who come only with the former purpose, are led by the Normal School to see the superiority of the latter, and change their plans accordingly.

While the temptation to seek increase by lowering the standard and catering to those of small ambition and narrow aims has sometimes been very strong, the real wisdom of the opposite course has been demonstrated. For the attendance has again increased, the enrollment for the fifth year being almost double that of the fourth, while that for the first two monnths of the present (sixth) year, considerably exceeds that for the whole of any previous year.

Another fact is very noticeable about this attendance. In the early days of such a school the attendance is likely to be chiefly local. It is quite natural that a school should be best known in

its immediate neighborhood, and that it should take considerable time for the school's reputation to reach far from home. Especially might this be expected in Montana, where the population is scattered over so wide an area. The fact is all the more noteworthy therefore that during the fiscal year ending Nov. 30, 1902, only two of Montana's counties have been unrepresented at the State Normal School. Nor does this mean, in most cases, a student or two from most of the outside counties, and still the majority of the attendance from the immediate vicinity. On the contrary, less than 16 per cent of the students now attending the Normal School are residents of Beaverhead county. More than 84 per cent come from other parts of the State.

These figures serve to demonstrate the fact that the State Normal School, at least, is not in any sense a device by which a large part of the burden of local education is shifted from the taxpayers of the locality upon the shoulders of the State. The complaint is sometimes made that in towns where a State institution is located, there is a tendency to draw into the preparatory department a great number of pupils who ought to be in the local high school. That the complaint cannot be brought against the State Normal School is further demonstrated by the fact that Beaverhead county maintains in Dillon a county high school which has a larger attendance in proportion to the population of the county than any other high school in the State.

While the percentage of those who came to the Normal School for a full course has steadily increased, even from the beginning there have been some who appreciated the value of generous preparation, and have devoted their energies to the completion of a thorough course. At the very opening a few presented themselves who had previously attended other normal schools, so that the very first year there was a graduating class of three; another class of three graduated the second year, seven in 1900, eight in 1901, and four in 1902, 25 in all. While this number will go but a short way toward meeting the needs of the State for trained teachers, it is a beginning, and will steadily increase. This year's senior class will almost double the number, as it is nearly as large as all the previous five combined.

Almost all the graduates have entered immediately upon the work of teaching in the public schools of the State, and while the female portion even of the graduates have not proved safe from Hymen's

capture, yet there are 10 Montana counties in which graduates of the State Normal School are now teaching. Out of the small number of graduates four are principals in such places as Helena, Missoula, Billings, Dillon, Lewistown, Chinook, Neihart and Whitehall; one has been appointed to a scholarship in the University of Chicago, and one has just been elected county superintendent of Beaverhead county. A member of the present senior class, also, has just been elected county superintendent of Fergus county.

The most that any school can do is to make the best of such material as is available. It is doubtful if there is any school some of whose graduates have not eventually disappointed what seemed to be the reasonable expectations of their teachers. It would be quite unreasonable to expect that the Montana State Normal School should always be exempt from such an experience. However, it may truthfully be said that, up to the present time, there has not been a single instance in which a graduate of the State Normal School, at the close of the first period of employment, has not been re-engaged in the same position, or else appointed to a more lucrative place elsewhere.

But while the State Normal School expects to accomplish its main work with those who graduate, its service to the State must not be measured by these alone. Large numbers of persons who have attended the school without graduating, have received inspiration and instruction, and are better teachers thereby. Three of these are county superintendents, and four others have just been elected to that office for the ensuing term. Others are teachers in the city schools of Butte, Great Falls, Anaconda, Missoula, Bozeman, Livingston, Miles City, Lewistown, Forsyth, White Sulphur Springs, Chinook, East Helena, Marysville, Virginia, and the country schools of almost every county in the State.

In seeking to carry out its aim the Montana State Normal school finds it necessary to put forth special efforts to combat two erroneous ideas. The first is the very common notion that scholarship is the only requisite for a teacher, that if one is full of his subject, he can certainly teach it successfully. The number of scholarly specialists who are conspicuous failures as teachers ought to expose this fallacy. Against this the Montana State Normal School insists on the importance of professional training. This is based on a thorough and practical study of psychology, which is itself based on previous scientific study of human physiology in a well

equipped laboratory. The study of psychology is carried out into the realm of practical pedagogy, where the application of psychological principles is illustrated. Here the school-room itself is the laboratory, and the student spends a part of every day in the careful and systematic observation of trained teachers at their work. But the study is not limited exclusively to what is within the range of the pupil's own observation. The history of educational progress in the past, and the matured results of the experience of educational leaders form an essential part of the training. Finally, the pupil must not be content with theoretical knowledge. What he has learned must be put to the practical test of actual use, and that under the critical eye of his teacher. To accomplish this, every student, before graduation, is for a daily period throughout a half-year put in full charge of a school room; the teacher is present not at all to share the responsibility, but only to watch, in order afterwards to point out the mistakes or weakness and lead the student to the development of power The result is that every graduate is already an experienced teacher, and that too with an experience far more valuable than is gained by one who goes out alone and repeats the same blunders week after week without realizing the mistakes, until they have become habits almost too fixed to overcome

The second error which the Normal School has to combat is the equally serious one that scholarship is unimportant. A very common idea of normal training is that it consists mainly of some clever devices by which half-educated people can be shown how to teach what they do not know themselves What has just been said shows the folly of this idea. A high standard of scholarship is imperative for two reasons; first, it is utterly hopeless for anyone to undertake to teach a subject which he has not thoroughly mastered, and to master it means to know more of it and its relations than is gained from a public school course. Second, the strictly professional work itself is based fundamentally on broad scientific study. For this reason pupils at the State Normal School are not permitted to enter upon the professional subjects until the basis has been successfully laid in a scholarly education extending beyond that afforded by even the best high schools.

To accomplish this work successfully requires an abundant equipment in material furnishings as well as in teaching force. The school started with a building ample for its present needs. After the close of the second school year, however, it was found necessary

to increase the capacity of the building by finishing off the attic story, not originally intended for rooms. The basement is given to scientific laboratories and museum. The chemical laboratory is thoroughly equipped in every respect for doing good work. The equipment of the physical and biological laboratories, while yet incomplete, is being constantly increased. A beginning has been made in equipping a psychological laboratory, and it is hoped that, during the current year, this may be carried on to a point which will place it on a par with those of the best normal schools in the country.

The main floor contains the president's office and several recitation rooms; the second story, the library and the assembly hall, and the third story recitation and music rooms.

The library has, from the first, been an important part of the equipment of the school. It now comprises more than 3,450 bound volumes, selected with great care with reference to the practical needs of the school. The effort has been not so much to procure a single copy of as many different books as possible, but rather to ascertain what books will be most frequently used, and get a sufficient supply of these to meet the needs of the students. A reading room, in connection with the library, supplies the best educational periodicals and a good collection of current literature.

For the practical training work, the State Normal School is fortunate in having with the District School Board of Dillon an arrangement, equally advantageous on both sides, whereby all the grades of the public schools are used both for observation and for practice-teaching by the normal training classes. This arrangement is far more satisfactory than a special model school, for such schools, made up of selected pupils, present exceptional conditions, very different in many respects from what the students will be brought in contact with after leaving the Normal School. In the public school, however, conditions are thoroughly typical, and therefore of the highest practical value.

In the earlier years of the Normal School one of the greatest impediments was the difficulty of securing adequate boarding accommodations, especially for young women. This, together with the fact that the cost of board is necessarily high in most parts of Montana, when placed on a commercial basis, had some effect in deterring young people of limited means from coming to the Normal School.

In the hope of remedying this difficulty, an appeal was made to

the Seventh Legislative Assembly for means to construct a dormitory. Nothing of this sort had ever been tried by the State, and as such an enterprise was looked upon in some quarters as a rather doubtful experiment, the Legislative Assembly was reluctant to authorize a sufficient expenditure to provide a dormitory adequate to meet the needs of the school.

However, the second bond issue already mentioned, was finally permitted, and with $20,000 realized from this source a dormitory was erected which gave some relief, and a detached heating plant constructed, which left some additional room in the basement of the old building to increase the laboratory accommodations.

The dormitory was opened in December, 1901, and from the very start was filled to the utmost. Indeed it has been crowded beyond its legitimate capacity. As originally planned, it was intended for only 52 students. This was so far short of the pressing needs that some enlargement was made in the summer of 1902, to provide for 12 more. By undue crowding, however, and utilizing some rooms in the basement, 75 young women are actually housed in the building, besides the matron and three employees. In addition to all these, 10 students who room elsewhere take their meals at the dormitory.

The year's experience has demonstrated what was in some doubt at first, that such an enterprise can furnish excellent accommodations at a low price. As an experiment, the charge was fixed at $16 per month for each student boarding and lodging at the dormitory, and $12 for those who have only table board, with the understanding that, if a few months' trial showed it not to be possible to furnish satisfactory board at this price, the charge would be increased. While there is of course no profit, and no allowance for the rent of the building, by very careful management the receipts have proved just sufficient to cover the cost of heating and lighting the building, buying provisions and fuel, and paying the wages of the help. In the face of the rising prices of the past year, the furnishing of such excellent accommodations at such an unprecedently low cost, is a very satisfactory achievement.

The dormitory, like the other buildings, is steam heated and electrically lighted throughout. The students' rooms are very comfortably and substantially furnished with everything necessary except linen, which is provided by the students themselves. The table fare is abundant, wholesome, plain, and reasonably varied. In case of illness the occupants of the dormitory have prompt and

efficient care, and at all times are under the personal supervision of an experienced and judicious matron.

The rapidly increasing attendance at the Normal School makes a large increase of dormitory accommodations imperative. At present at least 15 more students are crowded into the dormitory than ought to be there, and an equal number still less satisfactorily accommodated outside are anxious to come. Beyond this, a further increase of attendance may reasonably be expected another year. For while the attendance cannot continue indefinitely to increase at the same ratio as that of the last two years, it may still grow considerably before reaching a normal ratio to the population of the State. While sufficient accommodations may be had for young men, taking their meals at the dormitory and lodging in private houses, the dormitory accommodations ought to be immediately enlarged sufficiently to provide for at least 125 young women.

The teaching force is obviously the most important part of the equipment of a normal school. It has been the policy of the Board to use special care in selecting teachers, and if a mistake sohuld be found to have been made, to rectify the mistake as soon as possible. While due economy is exercised, the Board also insist on paying sufficient salaries to command the services of persons whose training has especially prepared them for the particular departments which they are called to fill, and who have already had successful experience in schools of a similar grade.

Henry H. Swain, who is President of the Montana State Normal School, has been connected with the institution since the close of its first year. He was educated at Beloit College, where he graduated in 1884. After teaching for several years, he was appointed to a fellowship in the University of Wisconsin, where he pursued post-graduate studies for three years, receiving the degree of Doctor of Philosophy in the Department of Economics in 1897. Besides teaching in several academies, he was for seven years professor of Economics and History at Yankton College, being dean of the faculty for a part of the time. For two years he was a university extension lecturer and director of correspondence courses in Economics in the University of Wisconsin. In 1898 Dr. Swain was appointed Professor of History and Economics, and Vice-president of the Montana State Normal School; during a part of 1900 and 1901 he was acting President, and became the regular President of the school in July, 1901.

Joseph E. Monroe is a graduate of Kansas Normal College,

where he received the degree of B. A., and has pursued scientific studies at the University of Glasgow. He has had extensive experience as a teacher and institute conductor in Indiana and Kansas, and left a similar position in the Kansas Normal College to become professor of Natural Sciences in the Montana State Normal School. He has been with this institution ever since its establishment.

William Chandler Bagley, Professor of Psychology and Pedagogy, and director of the training department, is a graduate of the Michigan Agricultural College. He supplemented this course by special graduate study of education in the University of Chicago, the University of Wisconsin, and in Cornell University, where he received the degree of Doctor of Philosophy. Besides teaching in rural and town schools, Dr. Bagley has been an instructor in Cornell University, and for two years before coming to Montana was a public school principal in the city of St. Louis. Dr. Bagley is the author of several monographs published in the American Journal of Psychology, and of the article on American Education in Rein's "Encyklopaedisches Handbuch der Paedagogik."

Charles J. Fenner is a graduate of the State Normal School at Fredonia, New York, and of the University of Wisconsin, where he gained the degree of Master of Science. He afterwards carried on post-graduate study at the University of Chicago, and while there was a teacher in the Lewis Institute. For several years he was Professor of Mathematics in the Wisconsin State Normal School at Platteville. For more than three years he has been Professor of Mathematics in the Montana State Normal School.

Miss Lucy Hamilton Carson, Professor of English in the Montana State Normal School, was educated at the Illinois Normal University, the University of Chicago, and the University of Illinois where she took the degree of Master of Arts. Miss Carson has taught in several prominent high schools in Illinois, and at the time of her appointment here in 1901, she was an instructor in English at the University of Illinois.

Miss Bertha Frances Huntsman, for the last two years teacher of Drawing and Physical Culture in the Montana State Normal School, and now assistant in the training department, was educated at the State Normal Schools in St. Cloud, Minn., and Oswego, New York. Before coming to Montana Miss Huntsman

taught in the public schools of St. Cloud and Duluth, and in several of the Minnesota summer training schools.

Miss Bertha Thormyer graduated at Butler College (Indianapolis), and afterwards spent a year of study in the Universities of Berlin and Heidelberg. After returning from Europe, she was for two years a fellow in the University of Chicago, and received the degree of Ph. M. Miss Thormyer has taught in the high schools of Niles, Mich., and Ottumwa, Iowa, and in Butler College. At the beginning of the current year she became teacher of Latin and German at the Montana State Normal School.

Professor E. J. Pasmore has studied music with celebrated masters both in England and in Italy, and has had a long and successful career as teacher of music and chorister in this country. He has also been connected with public school work in neighboring states in the capacity of superintendent. Since 1898 he has had charge of the musical work in the Montana State Normal School.

Mrs. Anna W. Owsley, a resident of Madison county, has been connected with the Montana State Normal School for more than a year as matron at the dormitory. While not engaged in teaching, Mrs. Owsley fills a position of prime importance to the school, that of housemother to 75 young women. The exceptionally satisfactory report in regard to the dormitory speaks highly for her prudence, tact, and rare skill as a manager.

It is still possible to say that death has not yet entered the ranks of the graduates of the Montana State Normal School. But during the past year one of the most widely known of the teachers passed suddenly away in the midst of her work. Miss Annie Louise Harwood, who died in Dillon, April 11th, 1902, was a graduate of the B. L. course at Oberlin College, and also of the Oswego, New York, State Normal School, where later she was a teacher. Coming to the Montana State Normal School as training teacher in 1899, she soon established for herself a unique position, and impressed her personality very vividly on all with whom she came in contact. Not only in connection with her immediate work in the school, but also by her numerous visits to county institutes in almost all parts of the State, Miss Harwood gained a wide circle of friends, among whom her loss will be deeply felt, though her memory will be a source of inspiration especially to those who were most intimately associated with her in training work.

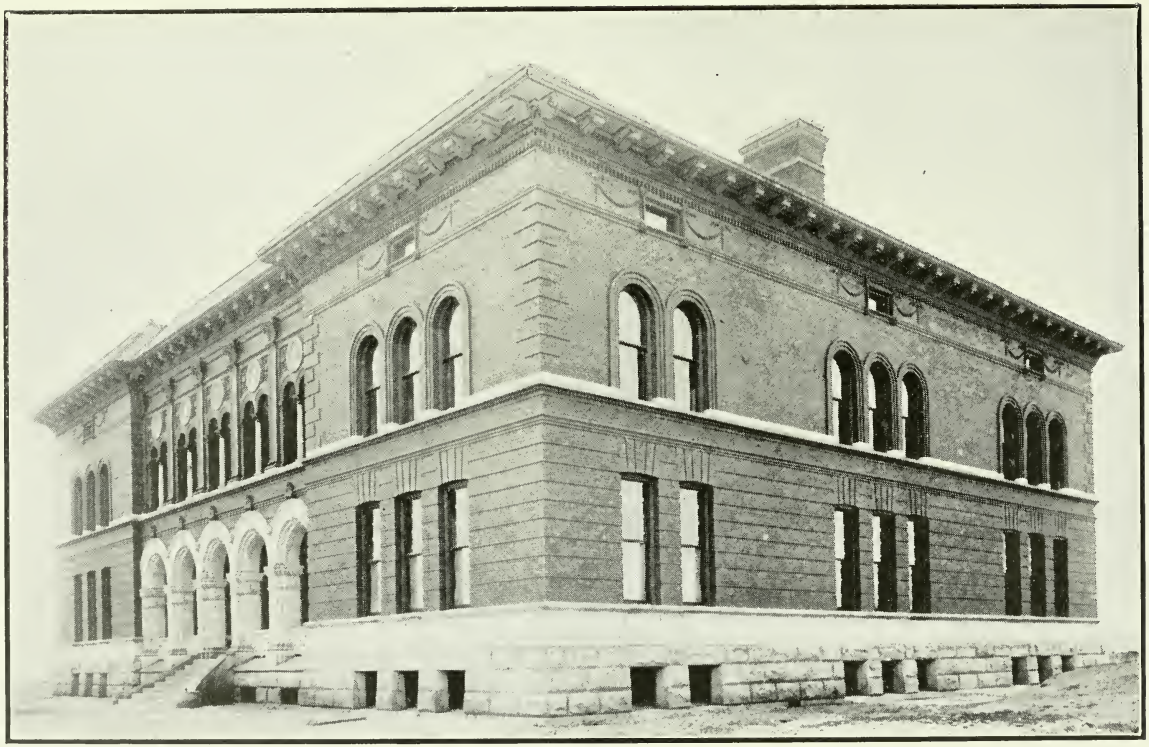
Montana State School of Mines.

Historical Sketch.—The foundation for the Montana State School of Mines was laid in the "Enabling Act" in pursuance of which the States of North and South Dakota and the States of Montana and Washington were admitted into the Union.

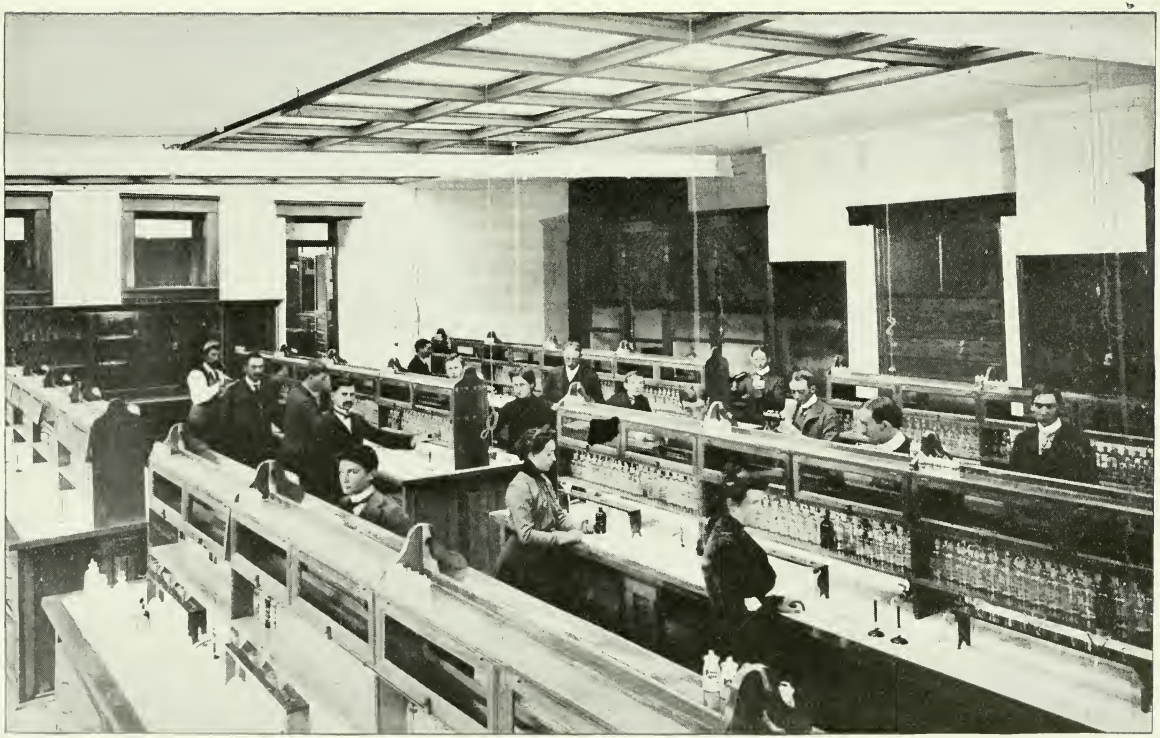
This Act made an appropriation of 40,000 acres of public land to each of the Dakotas, and 100,000 acres to the State of Montana for the establishment and maintenance in each of a State School of Mines. This was the first step taken by our national government for the promotion of institutions devoted to the education of the youth of our country in the specialties that relate to the mining industry. It came as the natural sequence of the Morrill act of 1862, which provided for the establishment of state schools for instruction in agriculture and the mechanic arts. Every state in the Union has organized at least one school under the Morrill act, and the experience of a quarter of a century has shown substantial benefits accruing to the states and the country at large from the adoption of that policy.

The great development of the mining industry in the years immediately following the civil war, and especially the wonderful discoveries of the precious metals in the mountain states of the West gave to the calling of the miner an importance that attached to no other vocation save that of the farmer. It was easily seen that for the successful prosecution of his work the miner still more than the farmer was in need of a special education in the sciences that stand related to his vocation and to the occurrence of ores, and their extraction and proper treatment. It required no profound investigations in political economy to show that the prosperity of all our people was a result in which the prosperity of the miner was a most important factor.

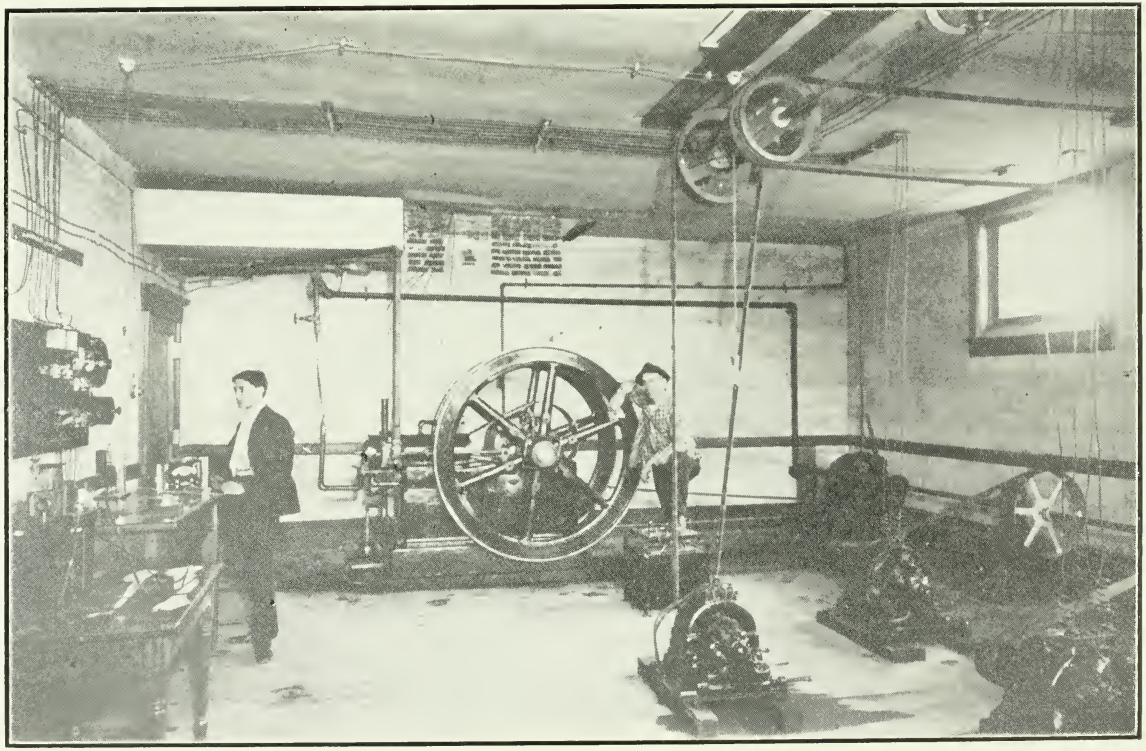
It was on Washington's birthday in 1889 that this "Enabling Act" received the signature of the President of the United States. By this act our government became committed to the policy of promoting schools whose special purpose it should be to educate the



STATE SCHOOL OF MINES.



CHEMICAL LABORATORY.



ENGINE AND ELECTRIC MOTOR ROOM.

CLASS IN ENGINEERING—1902.

rising generation in those branches that tend to fit them to be theoretical and practical miners.

In due time these three states availed themselves of the provisions of the act of 1889. The State of Montana promptly accepted the donation of lands for a School of Mines, and appointed officers to select the amount allowed by the government, and the legislature of the State determined to have the School of Mines established and put in operation as soon as the necessary preliminaries could be arranged. It chose the city of Butte, the great mining center of the state, as the location for the school and appointed a commission consisting of five persons to prepare plans and specifications for the erection of buildings for its accommodation, and to contract for and supervise their construction.

This commission was composed of Hons. F. E. Sargeant, John Gillie, W. W. Dixon, J. H. Leyson and Charles W. Goodale.

An interesting historical fact should be mentioned here in justice to the enterprise and public spirit of some influential citizens of the City of Butte. To enable the commission to carry out the work assigned to it, the legislature created a School of Mines fund, which was to consist of all monies received from the sale or leasing of the lands granted for the School. Against this fund the commission was authorized to draw warrants for their expenditures in erecting and equipping the building. When there were no monies in the fund to meet these warrants, it was originally provided that they should bear seven per cent interest from date of presentation until paid. In amending the law in 1897, the legislature inadvertently omitted the interest clause. This was a very serious embarrassment to the commission and to the contractors. The latter could no longer discount these warrants to raise money to pay for labor and material. The building already erected was in condition to suffer great damage. Under the circumstances, Gov. J. E. Rickards made an earnest appeal to the business men of Butte to advance the money to take up these warrants and trust the State to reimburse them in due time. This appeal met a generous response. Henry Mueller, Louisa H. Thornton, M. J. Connell, C. W. Clark, John Noyes and James H. Lynch advanced $1000 each; Messrs. Frank Klepetko, C. S. Batterman, The Case Gravelle & Ervine Co., . W. Connole, J. H. Curtis, John Forbis, Kemper Bros., W. R. Kernyon, J. W. Stewart, George C. Fitschen, Dan Tewey, H. L. Frank, Chris Nissler, S. Krueger, D. J. Hennessy, A. W. Price, J. K. Clark, Marchesseau

& Valiton, Lynch Bros., and E. R. Fair, $500 each. The Boston and Montana Mining Co. and the Butte and Boston Co. each put up $2000.

This generous and timely aid enabled the Commission to carry forward the work and the State was thus saved from serious loss.

The plot of ground upon which the School of Mines building was erected is made up of portions of the Mint lode, donated for the purpose by Gen. Charles S. Warren; the Vanderbilt lode, donated by Messrs. George H. Casey, Levi J. Hamilton, R. H. Wearing, Joseph R. Silver and Robert A. Day: and of the Montrose Addition, donated by Henry Haupt and others. The dimensions of this plot are 376 feet in breadth by 500 feet in length. It is located near the western boundary of the city on the southern bench of "Big Butte." The situation commands a fine view of the city and surrounding country and with the early completion of the city railway will be easy of access to the mining, the business and the residence portions of the city.

The School of Mines building was erected in 1896-7. Its dimensions are 94 feet by 118. It is three stories in height, with a spacious unfinished attic which is practically equivalent to another story. The foundation story is of stone. Those above are of brick. It is nearly, but not absolutely fire-proof. The floors of the lower or basement story are of cement. The stairways are of stone resting on stone pillars and arches of brick. The halls are floored with tile laid in cement and metalic lath were used in plastering. The plan of the building was well conceived, and it is often spoken of as the most substantial public structure in the state. No part of the expense for the erection of this building was borne by the state. The legislature authorized the issue and sale of thirty-year bonds to the amount of $120,000. These bonds bear interest at the rate of 5 per cent, and are redeemable after fifteen years. The state pledges the donated lands and all the income derived in any way therefrom to the redemption of these bonds, and further pledges itself to make good any deficiences in the payment of interest, charging back, however, any sums that may be thus advanced to the landed endowment of the institution. The bonds were sold at par August 20, 1900. The moneys that had been needed from time to time in the erection of the building were advanced by citizens of Silver Bow county, and these moneys have now been refunded, or are being refunded, from the proceeds of the bond sale.

The legislature at its Session in 1899 contemplated the opening of the school for the reception of pupils at some time in the year 1900, and made an appropriation of $26,300 for the equipment of the building and for the maintenance of the school to the end of the fiscal year, November 30, 1900.

The trustees of the school at their meeting May 2, 1900, proceeded to elect a president, and instructed him to prepare and submit a plan of organization—this report, which was adopted, set for

1. That the aim and scope of the School of Mines was determined by sections 1570 and 1577 of the Political Code of Montana, and that the evident intention of the law was that this institution was designed solely for the purposes mentioned in those sections and not to duplicate unnecessarily any part of the educational work of other State Institutions.

2. That four professorships should be created, viz:

A Professorship of Mathematics, (To be in charge of the President.)

A Professorship of Chemistry and Metallurgy.

A Professorship of Mechanics and Mining Engineering.

A Professorship of Mineralogy, Geology and Mining, and to these should be added an Instructorship in Draughting.

3. That in view of the fact that in the course of a few years these professorships would have to be subdivided, the Board of Trustees in filling these chairs should take into consideration, primarily, the qualification of the applicants for these positions in respect to the first topic mentioned in the title of each professorship.

4. A general outline of a course of study and the subdivision of the work between the different Professors to be chosen.

The course of study outlined was to some extent modeled after that which for some years had been in successful operation at the Colorado School of Mines, and with this was combined some features of the course adopted at the Michigan School of Mines.

5. That the unsurpassed facilities offered by the City of Butte for the practical observation of various processes in Mining and Metallurgy should be duly considered and that the methods of instruction here to be employed should be such that especial effort should be made to familiarize its students with the practical work of Mining and Metallurgy.

It was noted that ever since the inauguration of Mining Schools, it has been asserted by the Superintendents and Managers of

Mines that the graduates of these schools, though well instructed in scientific and theoretical matters, were to a large extent unprepared to take responsible positions as mining engineers without a further and somewhat extended practical experience in the mines.

The American Institution of Mining Engineers, through the medium of papers, read and published by that body, have urged that the courses in these schools should be so arranged as to fit their graduates more fully for active duty as mining engineers.

It was felt that the Montana School of Mines should endeavor to meet this demand so far as the means at its disposal would permit.

The Board elected the following persons to the professorships named:

Faculty of the Montana State School of Mines.

NATHAN R. LEONARD, A. M.,
President and Professor of Mathematics.

WILLIAM G. KING, A. M.,
Professor of Chemistry and Metallurgy.

ALEXANDER N. WINCHELL, Doct. Univ. Paris.
Professor of Geology and Mineralogy.

CHARLES H. BOWMAN, M. S.,
Professor of Mechanics and Mining Engineering.

HAROLD S. BOARDMAN,
Instructor in Draughting.

Subsequently Mr. Boardman declined the position offered him and the duties that would have devolved upon him were temporarily assigned to the Professor of Mechanics and Mining Engineering.

This organization has, since the opening of the school, been changed in three respects.

1. By the consent of the Board of Education, given at its meeting in December, 1900, a Preparatory Department, under proper restrictions, has been established. This is not designed to do general elementary educational work, but only to give such specific preparation as is needed for admission to the Engineering course.

Professor Leon R. Foote was placed in charge of this Depart-

ment and began his labors the first week in January, 1901.

2. By the liberality of Charles W. Clark, who volunteered to provide for its support, a Professorship of Mining Engineering, was created in 1901, to be known as the Charles W. Clark Professorship of Mining Engineering. Professor Alfred B. Knight was chosen to fill this chair and entered on his duties as such professor November 1, 1901. In the spring of 1902 his health failed to such a degree that he tendered his resignation May 1, 1902, and Prof. E. H. McDonald, E. M., was chosen as his successor.

3. The duties of the Professorship of Chemistry and Metallurgy had so increased by the close of the year 1902, that it was found necessary to have an Assistant Professor in that department and Mr. Charles A. Diehl was elected to that position. The full list of the faculty, as at present constituted, will be given below in the general list of officers and instructors.

COURSES OF STUDY.

The courses of study as finally arranged, contemplate such liberty of election in the studies of the junior and senior years as would practically amount to two courses of study—the one to be a preparation for the usual work of the Mining Engineer and the other for Electrical Engineering.

The graduates of the institution were to be given the degree of Mining Engineer (E. M.) of Electrical Engineer (E. E.) according as they had completed the one, or the other line of study.

Course in Mining Engineering.

FRESHMAN YEAR.

First Semester—

Higher Algebra	5
Geometry (twelve weeks)	5
Plane Trigonometry (six weeks)	5
General Chemistry	8
Drawing	9

Second Semester—

Surveying (nine weeks)	5
Spherical Trigonometry (four weeks)	5
Analytical Geometry (fourteen weeks)	5
Descriptive Geometry	4
Drawing	6
Qualitative Analysis	9
Summer Field Work in Surveying (six weeks)	45

SOPHOMORE YEAR.

First Semester—

Analytical Geometry	5
Mineralogy	7
Physics	5
Quantitative Analysis—Laboratory	9
Mechanical Drawing	4

Second Semester—

Differential Calculus	5
Mineralogy	8
Physics	7
Quantitative Analysis	9
Drawing	3

JUNIOR YEAR.

First Semester—

Integral Calculus	5
Geology	5
Mechanics	2
Metallurgy—Lectures and Recitation	3
Machine Design and Drawing (half semester)	9
Assaying (half semester)	9

Second Semester—

Economic Geology	5
Metallurgy—Lectures	3
Metallurgy—Laboratory	9
Graphical Statics	5
Mine Surveying	2
Mechanics	5
Summer Field Work in Mine Surveying (six weeks)	45

SENOR YEAR.

First Semester—

Metallurgy	4
Petrography	7
Mining	5
Hydraulics	5
Mining and Metallurgic Design	6
Testing Laboratory	3

Second Semester—

Metallurgy—Lecture and Excursions	5
Mining—Lecture and Excursions	5
Power Transmission	3
Mining Engineering	3
Petrography	3
Mining Law—Lecture	1

Microchemical Analysis 1
Thesis 9

Course in Electrical Engineering.

(The Freshman and Sophomore years are the same as those of the Mining Engineering Course.)

JUNIOR YEAR.

First Semester—

Integral Calculus 5
Dynamo Machinery 3
Electrical Laboratory, half semester 9
Machine Design and Drawing, half semester 9
Mechanics 2
Electrical Measurements—Laboratory 9

Second Semester—

Economic Geology 5
Dynamo Machinery 3
Electrical Design 3
Electrical Measurements—Lecture 1
Electrical Measurements—Laboratory 9
Electrical Engineering 2
Shop Work 6

SENIOR YEAR.

First Semester—

Hydraulics 5
Transformers and Alternating Currents 3
Dynamos—Laboratory 3
Electrical Design and Shop Work 6
Photometry and Electric Lighting 5

Second Semester—

Power Transmission 5
Steam Engine 3
Electrical Design and Shop Work 6
Electricity in Mining—Lecture 1
Mining Law—Lecture 1
Thesis 12

QUALIFICATIONS FOR ADMISSION.

In conformity with Section 1579 of the Political Code of Montana. The School of Mines is open on equal conditions to all resi-

dents of Montana without regard to sex or race, and to the youth of other states and countries, on terms that have been prescribed by the Board of Trustees.

Applicants for admission to the Freshman Class must be sixteen years of age, and must sustain a satisfactory examination in arithmetic, including the metric system, higher algebra to quadratics, plane geometry, geography, elementary zoology or physiology, physical geography and English composition.

Note.—After September 1, 1903, the age for admission to the Freshman Class will be seventeen years, and the requirements in mathematics will be so advanced as to include the first twenty-three chapters in Wentworths Higher Algebra (or an equivalent) and the whole of solid and spherical geometry.

Candidates for advanced standing will be examined in all the studies of their course preceding those of the class they desire to enter. Credit will be given for work done in other reputable institutions but the faculty reserves the right, at its discretion, to examine any applicant notwithstanding he may have such credits.

Persons of mature years and practical experience in mining or metallurgy, who are not candidates for a degree, may be admitted without examination to any of the studies of the course they may be able to pursue with profit to themselves and without embarrassment to the class.

Those who may be qualified for admission to some of the studies of the regular course, but are deficient in preparation for other studies, may be admitted and receive instruction under Professor Foote in those branches in which their preparation is deficient.

Graduates from the accredited high schools of the state will be admitted without examination, on presentation of their diplomas.

LIST OF ACCREDITED HIGH SCHOOLS.

County High Schools:—

- Beaverhead
- Carbon
- Fergus
- Flathead
- Gallatin
- Jefferson
- Park

City High Schools:—

- Anaconda
- Billings
- Butte
- Great Falls
- Hamilton
- Helena
- Miles City
- Missoula

Preparatory Department.

It has not been considered advisable to create here a general Preparatory Department similar to those connected with the other state schools of Montana. The School of Mines is to be maintained as a technical school and its energies confined within the sphere for which it was established. The general education of the youth of the state is provided for elsewhere. The character of the work done at the School of Mines makes it necessary that greater emphasis should be placed upon certain branches of preparatory education, especially those of a mathematical and scientific nature, than might be advisable in some other institutions.

The subjects taught are those found on the folloiwng program of studies. The methods of instruction are similar to those employed in the school and are as practical as the nature of the subject demands. The aim is to make the work in this department so nearly like that of the school that the student may be fully equipped in manner of study and methods of thought so that he can do the work of the school successfully.

REQUIREMENTS FOR ADMISSION.

An applicant for admission to the preparatory department must be at least sixteen years of age, of sound bodily health and of good moral character.

He shall sustain a satisfactory examination in geography, algebra to factoring, and arithmetic, including the metric system. (Satisfactory to mean a grade of 75 per cent.)

In lieu of an examination an applicant may present a county teacher's certificate of Montana of equal grade, provided the certificate is in force.

PROGRAM OF STUDIES.

First Semester—

Algebra	5
Geometry Plane	5
Physiology	3
English	3

Second Semester—

Algebra	5
Geometry, Plane and Solid	5
Physical Geography	3
English	3

(The numbers refer to the hours per week given to recitation.)

The School Mines was opened for the reception of pupils September 11th, 1900. The total number admitted during that year was 39, classified as follows: Freshman 17, Sophomores 3, Junior 1, Special courses 10, Preparatory 8.

The second year began September 10th, 1901. The attendance this year was 62, to-wit: Preparatory 16, Freshman 23, Sophomores 15, Junior 1, Special courses 7.

A night school was opened for the spring semester commencing February 1, 1902. Three lines of study were provided for these courses, namely: Mathematics, Chemistry and Mineralogy. The numbers availing themselves of these courses were respectively, 6, in Mathematics, 25, in Chemistry and 14, in Mineralogy. No night school has been provided for the year 1902-3, owing to the increased amount of work required of the corps of instructors.

The third year of the institution opened September 9th, 1902. It is too soon yet to say what the full attendance of the year will be. Sixty-two persons have already entered at this date (November 1st). Judging by the course of previous years, the total for the year will be 75 or 80.

A comparative view of attendance at a few of the leading Mining Schools of the Country, during the earlier years of their existence is here appended.

INSTITUTIONS	No. of Pupils for Five Successive Years				
Colorado School of Mines for 1884-9 organized in 1882)	23	30	*	45	*
Michigan School of Mines for 1886-91 (organized in 1886.)	23	29	40	35	65
University of Minnesota for 1891-6 (Mining Dept. organized in 1890)	3	3	17	17	19
University of California for 1884-9 (Mining Dept. organized in 1884)	19	17	17	24	24
Columbia School of Mines for 1892-7 (organized in 1864)	60	52	51	60	**47
Pennsylvania State College for 1893-7 (Dept. organized in 1893)	9	22	23	23	*
Lehigh University for 1883-8 (Dept. of Mining started 1882)	47	63	75	68	58
Montana State School of Mines for 1900-1 (organized in 1890)	39	62	.....	.....	.....

* Attendance not given for this year.
** First five years could not be given.

These statistics are obtained from Vol. XXVII, Transactions of American Institute of Mining Engineers, pp. 718-21.

FINANCIAL RESOURCES.

The financial resources of the School of Mines consist of the legislative appropriations which for the last two years have amounted to $25,000 per year for equipment and maintenance, and the aforesaid Congressional grant of 100,000 acres of land for "the establishment and maintenance of a School of Mines."

From the report of the Register for the fiscal year ending November 30, 1901, we learn that 96,744.24 acres of the land grant had been selected and that of this amount 96,344.24 had been patented to the State.

The character of the land is thus described:

Timber land	27,516.28
Agricultural land	1,501.80
Grazing land	67,726.16
Total	96,744.24

The timber land was estimated to contain 110,985,000 feet of saw timber.

This estimate was made some time ago, and, by reason of the natural increase, should be appreciably greater at the present time. This, at the moderate rate of $2.00 per thousand feet, amounts to $221,970. No timber had been sold up to the date of the report. Only 214.24 acres of the entire grant had been sold and the proceeds of that sale amounted to $2,314.96, or an average of $10.80 per acre.

The land Commission had leased 59,153.36 acres, which during the fiscal year yielded an income of $6,222.23. All the monies obtained from the sales and leases of these land are pledged to the redemption of the 5 per cent bonds issued for the erection of the School of Mines building, so that none of this income is available for the maintenance of the institution and none will be thus available until the bonds are redeemed. Some lands have been sold during the present fiscal year and there has been some increase in the amount received on leases. How much has thus been added to the redemption fund will not be known until the Register's report for the year is published. It will be seen that the State is still entitled to select 3,255.76 acres of land under the terms of this grant.

The legislative grant of $25,000 per year will probably prove sufficient for the necessary expenditures up to the close of the year, November 30th, 1902.

BOARD OF CONTROL.

By the constitution and laws of the state, the general control of the higher educational institutions of the state is vested in the State Board of Education, subject to the laws of the commonwealth. This control, in the case of the School of Mines, is exercised by a local Board of Trustees chosen by the Board of Education, subject to the approval of the State Board. The following is a complete list of the officers of the School of Mines.

STATE BOARD OF EDUCATION.

(Ex officio)

Joseph K. Toole, Governor.
James Donovan, Attorney General.
W. W. Welch, Supt. Public Instruction.

(Appointed by the Governor.)

N. W. McConnell, Helena .....Term expires Feb. 1, 1903
W. M. Johnson, Billings .....Term expires Feb. 1, 1903
O. P. Chisholm, Bozeman .....Term expires Feb. 1, 1904
J. G. McKay, Missoula .....Term expires Feb. 1, 1904
N. B. Holter, Helena .....Term expires Feb. 1, 1905
G. T. Paul, Dillon .....Term expires Feb. 1, 1905
John M. Evans, Missoula .....Term expires Feb. 1, 1906
Charles R. Leonard, Butte .....Term expires Feb. 1, 1906

OFFICERS OF THE BOARD.

Joseph K. Toole, President.
John M. Evans, Vice President.
A. H. Barrett, Treasurer.
W. W. Welch, Secretary.
J. M. Lewis, Clerk.

COMMITTEE ON SCHOOL OF MINES.

W. M. Johnson, C. R. Leonard, G. T. Paul

BOARD OF TRUSTEES.

John E. Rickards, Butte .....Term expires Jan. 1, 1904
George E. Moulthrop, Butte.....Term expires Jan. 1, 1904
William A. Clark, Jr. Butte.....Term expires Jan. 1, 1904
W. Y. Pemberton, Butte .....Term expires Jan. 1, 1906
Geo. H. Robinson, Butte .....Term expires Jan. 1, 1906

OFFICERS OF THE BOARD.

J. E. Rickards, President.
Geo. E. Moulthrop, Secretary.
Wm. A. Clark, Jr., Treasurer.
J. A. Poore, Stenographer.

Departments.

For convencience of description the lines of work assigned to the different professorships will be here spoken of as departments. A brief mention of each is here given with a partial statement of the equipment that has been furnished to each.

MATHEMATICS.

The work in this department is to lay a solid foundation for a large part of the scientific discussions which are necessarily connected with all branches of the study of Engineering. Fortunately it does not demand an extensive equipment. At the School of Mines it is furnished merely with a large recitation and lecture room on the second floor, abundantly supplied with blackboard space, and with slate, terrestrial and celestial globes, some simple models and a blackboard ruled in squares for tracing the graphs of equations and of natural phenomena.

CHEMISTRY AND METALLURGY.

In this, as in all other departments where laboratory work is required, the demand for a large and varied equipment of apparatus and facilities for investigation is very great and the successful prosecution of the purposes for which the technical school is maintained is directly related to the perfection of this equipment. Nearly three-fourths of the entire first floor or basement of the School of Mines has been devoted to the use of this department together with a lecture room on the second floor. In this space four laboratories have been fitted up, one each, for qualitative and quantitive analysis, one for assaying, and a professor's laboratory.

To these have been added a balance room, an ore dressing and sample room, a store room of laboratory supplies and a dispensary where the prepared tests for the students in the laboratories are kept.

The laboratories are furnished with working desks of the most

approved pattern—each student having his own particular stand—where he is supplied with gas, water, blast, Bunsen burners, a rack for chemical regents and a cupboard with lock and key, so that he can keep securely the apparatus and material assigned for his use. The laboratories are also supplied with hoods in which are to be found hot plates, air baths, steam evaporating pans, hydrogen-sulphide apparatus and a flue with a strong draft to draw off the noxious vapors. The qualitative and quantitative laboratories are sufficient for the accommodation of 48 students, each. The Assay Laboratory is furnished with the best modern Gas Assay furnaces, which on account of their freedom from coal ashes and soot, are especially desirable when this work has to be conducted in the same building with other departments of the school. It is hoped that in the near future some arrangement may be made whereby this work can be conducted under a separate roof and by the use of coal, mainly, instead of gas. Such a change would enable the student in assaying to pursue the same course and under the same conditions that he will afterward employ and meet in practical life.

The professors' private laboratory and preparation room is equipped with the modern conveniences for carrying on analytical work. In this room all the chemical regents are prepared for the use of the students, in the other laboratories and all check analyses on the students work are made. A dark room is connected with this laboratory and is used for photographic work, spectrum analysis and the making of blue prints and lantern slides.

The ore-dressing and sample room is provided with a laboratory crusher and a grinder capable of pulverizing ores to the size known as "80 mesh." It is also provided with a "buckboard" and tables for rolling and sampling ores; sieves for grading pulverized ores from 10 mesh to 120 mesh; splitters, sampling pans, and other sampling apparatus.

A high pressure blower located here furnishes an air blast for use in the assay room, and in the other laboratories, the power for running the crusher, grinder and blower is furnished by a ten horse power gas engine located in the Mechanical and Electrical laboratory.

The students' balance room is provided with six analytical balances and a gold balance for the use of students in the labor-

atories. These balances are placed on stands which rest on piers disconnected from the walls or floor of the building so that the vibration is reduced to a minimum.

The Chemical Lecture room located on the second floor is provided with a demonstrating table, furnished with pneumatic trough, gas, water, hydrogen and oxygen blast and a direct and alternating current of electricity up to 750 volts and 45 amperes. The demonstrating table is backed with a hood furnished with the same appurtenances as are provided for the hoods in the laboratories.

MECHANICS.

To this department have been assigned two rooms on the lower floor of the building and three on the second floor. On the lower floor are the Mechanical and Electrical laboratory and the Testing room. On the second floor are the lecture room, apparatus room and the Students' Physical Laboratory.

The Mechanical and Electrical Laboratory is provided with a gas engine, nominally a ten horse power, but actually thirteen horse power; three direct and alternating current dynamos operated by belt and shafting connected with the gas engine.

A switch-board of ingenious device connects the dynamos with lines running to various parts of the biulding and a fine storage battery consisting of ten large cells is connected with this switch-board.

For making measurements there is provided a collection of Weston volt and ammeters for both direct and alternating currents, rheostats, dynamometers, etc. The electrical laboratory is also supplied with galvanometers, standard condensers, resistance boxes, etc., necessary for the more exact and complicated measurements. In connection with this laboratory is a small shop equipped with a thirteen inch screw cutting lathe and a set of hand tools for wood and metal working.

The testing room is supplied with an Olsen machine of the capacity of one hundred thousand pounds for tension and compression With this are connected suitable apparatus for conducting measurements in electricity. This testing apparatus has just now (Nov. 1, 1902) been purchased and is being put in place.

The lecture room on the first, or main floor has a seating capacity for forty students and is provided with the modern lecture room conveniences such as water, gas, electric current, etc.

The apparatus room contains a select equipment for illustrating the laws of mechanics, electricity, sound and light.

The physical laboratory is equipped with heavy tables and apparatus for the measurement of physical constants. Amongst these measurements that may here be made are: Density, elasticity, force of gravity, latent heat of a fusion and of evaporation, specific heats, verification of Boyles law; measurements in electricity are provided for by means of galvanometers, resistance boxes with the necessary batteries, keys, etc. For optical work a spectrometer and an optical bank together with lenses and attachments for the measurements of focal lengths and the construction of telescopes have been provided.

MINERALOGY AND GEOLOGY.

To this department have been assigned: a large room on the first or main floor as a museum, three rooms on the third floor, viz: A lecture room, Professor's laboratory and a mineralogical laboratory, and three rooms on the upper attic floor. These rooms are designated as the petrographic laboratory, the dark room and the storage room.

The museum is at present occupied in part by models of mining properties that properly belong to the engineering department. There are six of these models, namely:

1. Black Rock—Niagara model, constructed by R. C. Brown for the Niagara Co.

2, 3. Colusa Parrot—Never Sweat models, made for the Colusa Parrot Mining Co., one model to show the workings and another to show the economic geology of the mines.

4, 5. Colusa Parrott—Never Sweat models, made for the Anaconda Copper Mining Co., (loaned to the school) one being a block model and the other a skeleton model to show the relative direction of the various veins.

6. Colusa Parrot—Never Sweat model, made for the Colusa Parrot Mining Co., showing all the workings to a true scale; to be exhibited at St. Louis in 1904. This model is accompanied by a map of workings in the Colusa Parrot district made for the Colusa Parrot Mining Co.

The museum is mainly occupied by choice collections of minerals and geological specimens. Amongst these may be enumerated:

a. Two ton specimen of copper ore exhibited at Omaha in 1898 by the Anaconda Copper Mining Co.

b. Systematic collection of minerals.

c. Series of fossils representing all geologic horizons.

d. Collection of rocks illustrating geological phenomena.

e. Series of ores of economic importance.

f. Series of fossils from the Tertiary basin of Paris.

g. Collection of rocks illustrating all petrographic types.

(The last collections are installed in one oak wall case 25 feet long by 7 feet high by 2 feet wide and four plate glass center cases with oak bases, each 10 feet long by 3 1-2 feet high by 2 feet wide.)

h. Series of 336 thin sections of rocks illustrating all petrographic types.

k. Oriented thin sections of important rock forming minerals.

l. Other thin sections of rocks and minerals, about 300 in number.

The lecture room is seated for the accommodation of forty students, is provided with large blackboards for illustrating various features of geological formation, etc.

A large table for the accommodation of apparatus needed in the work of instruction and a large geologically colored topographical model of the United States.

The office and supply room contains:

a. Library of geology and mineralogy, including complete sets of some important periodicals, all current magazines devoted to these sciences, both American and European, a large number of text books and monographs, and a goodly share of the official geological publications.

b. Collection of common rocks for class study.

c. Extensive collection of minerals, classified according to their chief base present, for class use.

d. Collection of ores of special districts.

e. Three series of crystal models.

f. Collection of minerals for blowpipe analysis.

g. Chemicals and blowpipe apparatus.

h. Hydraulic blast, hood, oven with automatic temperature regulator, combustion furnace, etc.

The mineralogical laboratory is furnished with:

Six modern blowpipe laboratory tables each 11 feet long by 4 feet wide by 5 feet high, provided with water and gas. The

table tops are of plate glass with aluminum rims—each table will accommodate six students at one time.:—

Complete apparatus for each student.

An analytical balance, two Jolly balances, three Plattner scales, hydraulic blast, hood, Westphal balance, application gonimeters, etc.

A collection of minerals to illustrate all their physical characters.

The petrographic laboratory contains:

Two modern rock cutting and grinding machines with all useful accessories for making thin sections of rocks and minerals; these are operated by a three horse power electric motor.

One latest model, large size Nachet microscope with all accessories such as the Bertrand ocular, Federof inclining stage, Michel Levy comparateur, Lacroix axial goniometer, etc.

Three medium Nachet misroscopes with such accessories as the mica plate, gypsum plate, quartz wedge, camera lucida, Bertrand lens, etc.

One small Nachet microscope for microchemical work.

The dark room is furnished with:

One Nachet microphotographic apparatus.

One Mallard reflection goniometer, and apparatus for developing and printing photographs.

The storage room contains:

Surplus and exchange stock of rocks, ores and minerals.

MINING ENGINEERING.

Three large well lighted rooms on the third floor have been assigned for the accommodation of this department. Two of these are occupied as draughting rooms, one for the Freshman class and the other for the Sophomore, Junior and Senior classes. The third room is used as a lecture and recitation room.

The draughting rooms are supplied with convenient drawing tables of approved patterns—each student having a particular space allotted to him, with lock drawers in which to keep drawing instruments and completed plates, together with racks for their drawing boards. The Freshman room is fitted up for the accommodation of thirty students and the Sophomore and Junior room for thirty-six students. These spaces are barely sufficient for present needs, and it is proposed to obtain additional space by finishing up another room in the attic.

The lecture and recitation room is well supplied with blackboard space and the department is provided with: One complete mountain and mining transit, made by Buff & Buff; one complete engineer's transit with solar attachment, by C. L. Burger & Son; one complete engineer's transit, by Gurley; two levels and one sextant, by Gurley. Besides these instruments there is a collection of rods, poles, chains, tapes, etc., necessary in carrying on the work of the department.

MINING LAWS.

Section 1576 of the Political Code requires that the subject of mining law shall be taught in the School of Mines. To meet this requirement the Board of Trustees of the School of Mines have inaugurated a course of lectures on this subject and secured as the lecturer Hon. J. W. Clayberg, whose experience in connection with mining litigation, and as a lecturer on this subject for Michigan State University, has specially fitted him for this work.

EXCURSIONS.

In following out the methods of instruction employed in the School of Mines, whereby special emphasis is to be given to the practical side of an education in mining, frequent excursions are made to the very extensive mining and metallurgical plants in the vicinity, together with occasional visits to special plants more distant.

The great mining companies, their officers and employes feel a personal interest in the school and extend to it every reasonable facility and courtesy. Not only are excursions made to these mines at stated times by the students, under the guidance of their instructors, but through the kindness of the managers of the mines, whenever any operation of unusual interest or importance is about to occur, a telephone message is sent to the school and the students and instructor can take the next street car to the plant and arrived in time to witness the event.

In addition to the short excursions above mentioned, two long excursions of six weeks each are taken, the one at the close of the Freshman and the other at the close of the Junior year. These excursions are for the purpose of engaging in field practice in surveying and mining engineering.

The location of this school is unrivalled in the facilities it offers for such excursions, while in most other mining schools a journey

of hundred miles must be made at heavy expense to the student, if he wishes to obtain a practical acquaintance with the methods and processes employed in the great mines and smelters, the opportunity is here presented for daily observation of works whose development and whose product has given to the City of Butte the reputation of being the greatest mining camp in the world.

We would refer here to the following partial list of the important mining plants and reduction works that are within the limits of the City of Butte and easily accessible to the students of the school.

SMELTERS.

Butte Reduction Works.
Butte & Boston Smelters.
The Colorado Smelter.
The M. O. P. Smelter.
The Parrot Smelter.

MINING PLANTS.

Name of Mine.	Depth of Workings.
Anaconda	1,800 feet
Bell	1,600 feet
Bellona	600 feet
Berkeley	800 feet
Blue Jay	1,000 feet
Brittannia	feet
Buffalo	1,500 feet
Butte and Iowa	400 feet
Cambers	230 feet.
Clear Grit	500 feet
Colusa Parrot	1,400 feet
Corra	1,200 feet
Diamond	2,200 feet
East Colusa	900 feet
East Gray Rock	1,600 feet
Ella	600 feet
Emma	800 feet
Gagnon	1,800 feet
Gambetta	600 feet
Gem	700 feet
Glengary	700 feeet
Green Mountain	2,200 feet
Henry George	230 feet
High Ore	2,200 feet
Iduna	300 feet
Jessie	400 feet
Leonard	1,200 feet
L. E. R.	800 feet
Little Mina	800 feet
Michael Davitt	290 feet
Minnie Healy	1,100 feet
Modoc	1,000 feet
Moonlight	1,400 feet
Moose	400 feet
Mountain Con No. 1	2,000 feet
Mountain Con No. 2	1,500 feet
Mountain View	1,800 feet
Never Sweat	2,000 feet
Nipper	1,400 feet
Nora	400 feet
Old Glory	500 feet
Original	1,400 feet
Original No. 6	360 feet
Parnell	650 feet
Parrot	1,500 feet
Pennsylvania	1,400 feet
Plymouth	350 feet
Poulin	1,200 feet
Ramsdell Parrot	600 feet
Rarus	1,600 feet
Rarus No. 1	800 feet
Ravin	400 feet
St. Lawrence	1,800 feet
Silver King	360 feet
Silver Bow No. 1	1,200 feet
Silver Bow No. 2	700 feet
Silver Bow No. 3	700 feet
Sinbad	800 feet
Sioux Chief	450 feet
Snohomish	350 feet
Speculator	1,400 feet
Stella	800 feet
Steward	1,250 feet
Wake Up Jim	1,000 feet
West Colusa	1,400 feet
West Gray Rock	700 feet
West Steward	1,100 feet

Here in this partial list we have 67 mines whose total depth of working aggregates from 65,000 to 70,000 feet, and whose product in copper alone is nearly one-fourth of the copper product of the world. It is not merely true that these mines are in the near vicinity of the school—they are available to its students for all proper exploration and examination.

EXPENSES.

It has been the policy of the State of Montana to conduct its higher educational institutions free of expense for tuition or for materials used in their laboratories by the students from this State. A charge is made for any breakage or damage that may occur in the use of apparatus used, the payment of which is guaranteed by the deposit of a small sum on the admission of the student to any department where laboratory work is required. This and the registration fee of five dollars per term covers all the necessary expenses connected with the attendance of citizens of the State at any of these institution.s

Those who come from outside of the State to attend the School of Mines pay in addition to the foregoing charges, a tuition fee of twenty-five dollars per semester, or fifty dollars per year.

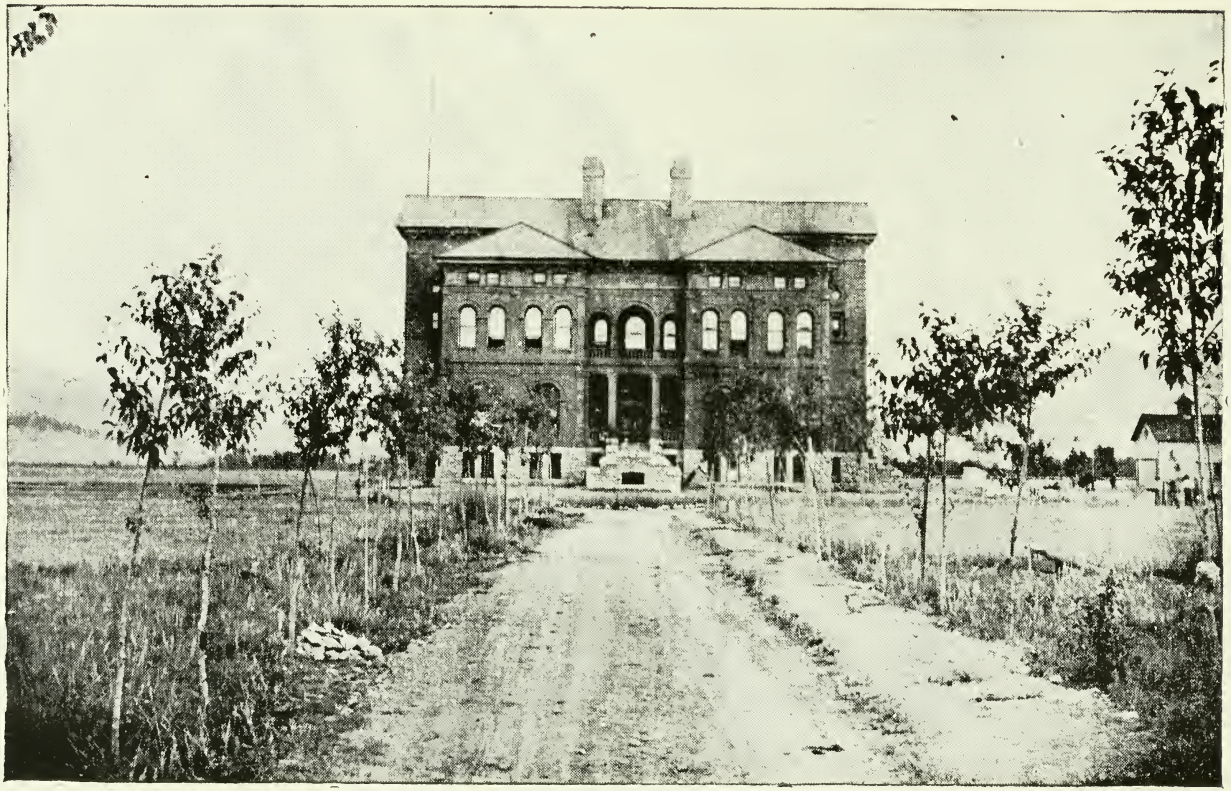
There are no dormitories connected with the school; the students secure rooms and board in the vicinity of the school at places approved by the faculty. The cost of these accommodations is about the same as is charged in other Western cities, and the same opportunities can be found here as in other places, for the practice of economy in these matters. Good board can be secured at twenty-five dollars per month, while the cost of a well furnished room, large enough for the accommodation of two persons, is from fifteen to twenty-five dollars per month.

Montana School for the Deaf and Blind.

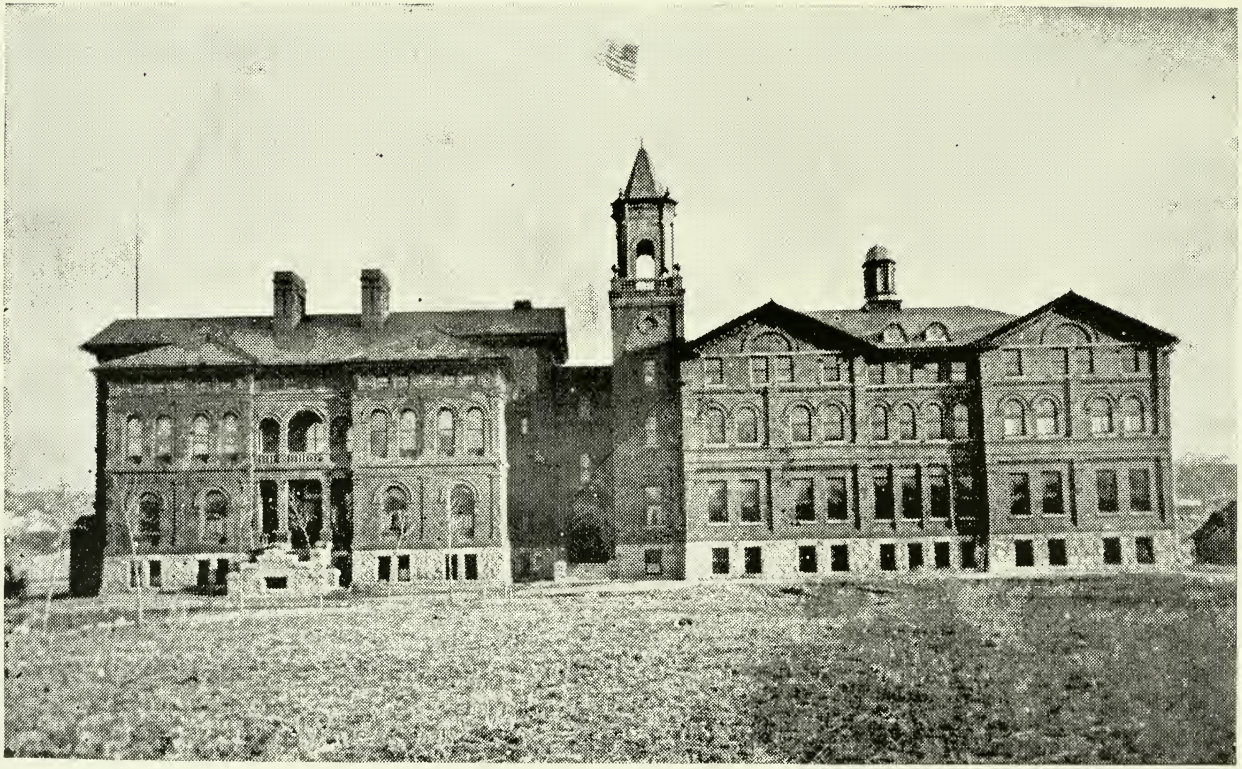
Early in the year 1893 the Third General Assembly established a number of state institutions, among which was "The State Deaf and Dumb School." A few statutory regulations were provided sufficient to create and locate the institution. Upon the first of July following, the temporary quarters were leased for two years and duly prepared for use. A local executive board of five members was appointed by Gov. Rickards, as follows: W. Kennedy, President; W. P. Hoopes, Secretary; F. C. Berendes, W. L. Hay and Dr. I. A. Leighton. By the election of Mrs. M. L. Cunningham, of Helena, as matron in charge, the school was formally opened Sept. 1st, 1893. At the end of that year ten pupils were present, four of them were blind, four were deaf and two were feeble minded. The first teachers were Miss Anna Wood, of Helena, in charge of the deaf, and Miss Daisy Doyle in charge of the blind.

In the summer of 1894 the Board of Trustees decided upon a change of executive management, and elected Prof. J. A. Tillinghast, of Morganton, N. C., as Superintendent, and his wife to be matron. Prof. Tillinghast took charge in September, 1894, and entered with great zeal and energy upon the work of establishing the school upon a sound and permanent basis. The establishing act was confessedly imperfect and inadequate, and it became necessary first to draft a new law providing for the proper conduct and regulation of the school in all important particulars. By the Enabling Act of 1889, fifty thousand acres of public lands had been granted for the establishment of an institution designated therein as "The Montana Deaf and Dumb Asylum." Legislative enactment was necessary to raise money upon this gift as security, and incidentally it was necessary to adopt the name used in the Congressional act thus substituting the word asylum for school. This was and is considered very unfortunate since it gives to the public a totally mistaken conception of the function and purpose of the school. We hope, however, to have this amended at an early date so as to give a proper name to the school.

THE FIRST SCHOOL FOR THE DEAF AND BLIND IN MONTANA



THE MONTANA SCHOOL FOR THE DEAF AND BLIND, 1893-1898



THE MONTANA SCHOOL FOR THE DEAF AND BLIND, 1902

The law providing for the further regulation of the school, and for a building fund to be derived from the revenues accruing from the sale and lease of school lands, and appropriating therefrom $50,000 for the purchase of a site and the erection of buildings, was passed March 16, 1895. This act changed the executive board from five to three, one of whom must reside in the town of Boulder, and recognized the educational character of the school by requiring the Superintendent to report to the State Board of Education, which is given general control and supervision over matters pertaining to the maintainence of the school, and the power of appointment or removal of the local trustees.

Section 2331 of the law thus defines the purpose of the school. The object of the said school shall be to teach the English language to the deaf and dumb children of the state, and to furnish all children who are debarred from the public schools by reason of deafness, dumbness, blindness or feeble-mindedness, with at least an ordinary public school education in all customary branches, and to train them to mastery of such trades, as shall enable them to become independent self-sustaining citizens.

Increased facilities shall be furnished from time to time for the more thorough and successful training of those who may show a special aptness for acquiring said trades. This provision shall apply to the female as well as to the male department.

For the sake of economy, and to the end that the aforesaid trades shall be practically taught to pupils, it shall be the duty of the Board of Trustees to see that all work necessary to be done for the school, such as carpentering, printing, painting, baking, sewing and the like shall be done by the pupils themselves, under the supervision of competent foremen or teachers, permanently or temporarily appointed for that purpose.

Other important provisions of the law are as follows: The Board of Trustees, according to such rules and regulations as they shall prescribe, on application shall admit into the school all deaf, dumb, blind, and feeble-minded residing in the State of Montana, between the ages of six and twenty-one years, who are not of unsound mind, or dangerously diseased in body or incapacited for useful instruction by reason of physical disability. All pupils of said school shall be entitled to ten years of attendance at said school.

In all cases where a person to be sent to said school is too poor

to pay for necessary clothing and transportation, the judge of the District Court of the district where such person resides, upon application of any relative or, of any officer of the county where said person resides, shall, if he deem the person a proper subject, make an order to that effect, which shall be certified by the clerk of the court to the superintendent of said school, who shall then provide the necessary clothing and transportation at the expense of the county and upon his rendering his proper accounts therefor quarter-annually, the County Commissioners shall allow and pay the same out of the county treasury.

Regarding the feeble-minded there is a special provision, "That as soon as possible in the judgment of the Board of Trustees by and with the consent of the State Board of Education, a separate building and premises, adjoining and yet distinct from those for the deaf and blind, shall be provided for such feeble-minded persons, which building and premises shall be more especially adapted to the peculiar needs of said feeble-minded class of persons." A further section provides that "no moneys belonging to the deaf and dumb fund created by sections 2353 and 2354 of this article, shall be otherwise expended than for the deaf and dumb department alone of this school."

Following the dictates of common sense, necessitous conditions, and all education precedent, the management of the school has with the approval of the State Board of Education refused to admit any purely feeble-minded persons until the legislature provides a separate and distinct department for this class

In July, 1896, Prof. J. A. Tillinghast resigned his position to accept a more lucrative and responsible one in Belfast, Ireland, and his brother was appointed Superintendent, with Miss S. A. Tillinghast as matron. The School, still in the quarters originally occupied, was at this time crowded to the utmost by the increasing attendance. Excavation had begun for the foundation of the new building which according to the contracts was to cost about $45,000. But it soon developed that this school was not to be exempt from the hinderances and hardships incident to the early history of most western schools for the deaf. The warrants drawn upon the building fund fell so far below par that banks were unwilling to take them and under these conditions the contractor took advantage of every possible reason for delaying his work. So the new building was not ready for

occupancy till May 10, 1898. Meanwhile, in the summer, of 1897, the school was compelled to vacate the quarters originally occupied, and either suspend for the winter of 97-98 until the state building should be completed, or re-open in a group of old store buildings. After a month's delay it was finally thought best to open in these buildings rather than have the children lose a year's schooling. The winter proved to be an exceedingly trying one upon every person connected with the school, as experience proved, the danger from fire was very great. The buildings were cold, inconvenient and unsightly to the last degree. The lack of adjoining playgrounds compelled more or less close confinement of the children, and the lack of suitable playroom was sorely felt.

It was with an intense feeling of relief therefore that the quarters so entirely unsuitable were vacated, and the last move of the school made to its permanent home on May 10, 1898. But though the new home was palatial in every respect compared with the temporary quarters previously occupied; the greatest essential to comfort was found to be still lacking during the next winter. The hot air heating plant, selected for this and other state institution by a specially appointed commission proved an absolute failure. The winter was exceptionally severe and during the successive blizzards the entire front of the building would become uninhabitable. The fourth story of the building had not been completed so that all available room below was needed for constant use and rooms had to be used as dormitories that registered below zero while the thermometer outside ranged from 25 to 38 degrees below. There was not a single warm room in the building for the teachers, and for the help, conditions were worse. There were three warm school rooms and the two other warmest rooms were given up as sleeping rooms for the small or delicate children.

Various remedies were tried without avail and the suspension of school for a time was seriously considered. When the complete failure of the heating plant during severe blizzards had been demonstrated, it was too late to get a special appropriation from the legislature for a steam plant. However, a liberal maintenance appropriation providing for repairs and improvements was obtained by careful management enough money was saved the following summer to completely remedy the unsatisfactory conditions. Without interfering with the heating capacity and ventilating feature of the

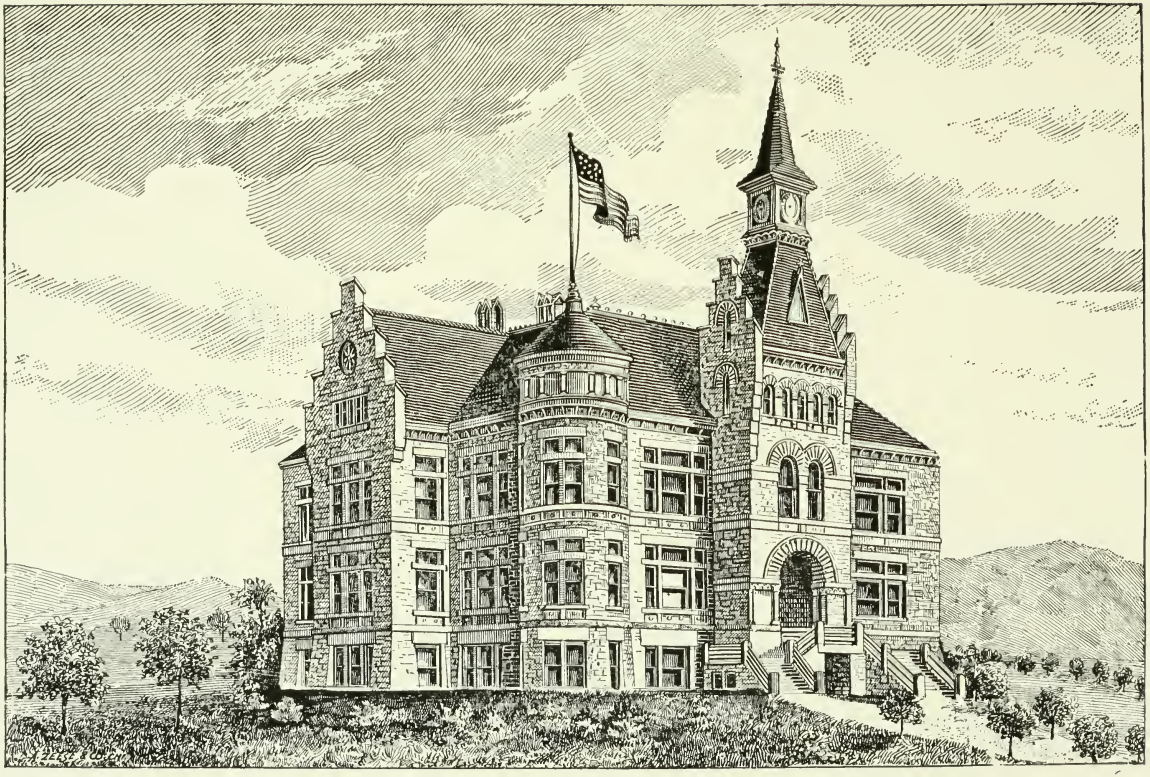
History of the Helena High School.

"The people of Helena are a unit in cherishing and supporting their public schools." This sentence taken from the first published report of the Trustees in 1879, is the secret of the reputation which this city has had from the earliest days—the reputation of having the best, most progressive, and up-to-date schools to be found in the entire Northwest.

Helena has the enviable distinction of having established the first system of graded schools in Montana. On Monday evening, July 26, 1875 in the office of the Hon. Cornelius Hedges with Trustees D. C. Corbin, A. M. Holter, and W. F. Sanders present, a contract was signed for the erection of the school building now occupied by the Central Grammar school. In five months this building was completed, and on Jan. 5, 1876, was dedicated with imposing ceremonies. The "Helena Herald" said:

"At the dedication of the Helena Graded School Building No. 1, which took place at 2 o'clock this afternoon, the ceremonies were participated in by one of the largest assemblages ever congregated in Helena, the mammoth audience hall being crowded to overflowing, and hundreds were unable to get in. The children were accompanied very generally by their parents, showing a commendable interest in educational matters. The members of both houses of the Legislative Assembly, Judges of the Supreme Court, and the youth and beauty of the Capital all lent the charm of their presence to the occasion. Appropriate, eloquent addresses were delivered by Col. W. F. Sanders, Prof. Wheeler and others. Hon. Cornelius Hedges, Superintendent of Public Instruction, followed Prof. Wheeler. He said that this was one of the happiest occasions of his life—the successful completion and dedication of such a magnificent edifice to the cause of education, the realization of which at the outset appeared to be almost an impossibility. Through the energy and liberality of our citizens, comprehending the necessity and importance of such an institute, the great work had been accomplished. The addresses were interspersed with excellent music by the Silver Cornet Band. The occasion was a very proud one for Helena."

We can well understand the feeling of pride with which the citi-



HELENA HIGH SCHOOL

zens viewed this, at that time, magnificent building when we state that is was worth more than all the other school property in the Territory. For this new building the district had paid $25,000. The building actually cost in its erection $30,000,—the bondsmen being required to make good the deficiency. All other school school houses in the Territory at this time were valued at only $23,-000.

The building contained seven class rooms with seats for 60 pupils each, and on the second floor, north side, "an assembly room capable of seating 450 pupils."

Here in January, 1876, Prof. Chas. L. Wheeler organized the first system of graded schools in this state. Prof. Wheeler was doubtless the teacher who "come from the East" as a result of a meeting of the Trustees held Dec. 1, 1874. The records read: "The object of the meeting was stated to be the selection and employment of a male teacher to take charge of the school of the district." "It was decided to instruct E. W. Carpenter to employ a teacher in the East at a salary of one hundred and fifty dollars per month and send him out."

Prof. Wheeler remained for one year in charge of the schools. On Sept. 1, 1876, is this record: Trustees D. C. Corbin, A. Sands and Chas. Rumley being present. "On motion, Prof. Herbert P. Rolfe of Akron, Ohio, was selected as principal of Helena Graded Schools at a salary of $2,000 per annum for the coming year." (Mr. Sands had been elected trustee in Aug. '75, succeeding Mr. Holter, and Mr. Rumley in '76 succeeding Col. Sanders.) These names have been given in detail for the purpose of recording the fact of much historic interest, that to A. M. Holter, D. C. Corbin, Wm. F. Sanders, Abraham Sands, and Chas. Rumley fell the task of erecting the building, selecting the teachers, and adopting the course of study which created the graded school system of Montana.

With the advent of Prof. Rolfe in Setpember, 1876, the Helena High School had its birth, and is three or four years older than any other High School in Montana. There have been no periods of "suspended animation." Its growth has been continuous. It is now (December, 1902) well into its 27th year, iwth a history upon which any community may look with just pride.

On November 22 following, the trustees adopted a three years' Course of Study—an excellent one for that time,—containing the germs from which the more elaborate courses of to-day have grown as the natural fruitage.

		I CLASSICAL COURSE	II MOD. LANGUAGE COURSE	III SCIENCE COURSE	IV GENERAL COURSE
Freshman	First Semester	Latin. Algebra. English. Science.	Latin. Algebra. English. Science.	Latin. Algebra. English. Science.	English. Algebra. Science. Arithmetic.
	Second Semester	Latin. Algebra. English-3. History.	Latin. Algebra. German-3. English-3. History.	Latin. Algebra. English-3. German-3. History.	English-3. Algebra. History. Arithmetic.
Sophomore	First Semester	Latin. Algebra. English-3. History-3. Greek.	Latin. Algebra. German. English-3. History-3.	Algebra. German. English-3. Chemistry. History-3.	English. Algebra. History-3. Stenography.
	Second Semester	Latin. Geometry. English. Drawing. Greek.	Latin. Geometry. German. English. Drawing.	Geometry. German. English. Chemistry. Drawing.	English. Geometry. Drawing. Stenography.

Junior	First Semester	Latin. Greek. Geometry. English. Physiology-3.	German. French. English. Geometry. Physiology-3.	Geometry. German. Drawing. English. Physiology-3. French.	English. Book-keeping. Physiology-3. Select one.
	Seoond Semester	Latin. Greek. History. English. Botany-3.	German. French. English. History. Botany-3.	Geology. German. Drawing. English. History. French. Botany-3.	History. English. Book-keeping. Select one.
Senior	First Semester	Latin. Greek. Physics. History. English-3.	German. French. Physics. History. English-3.	Physics. German. Geometry. History. French.	English-3. Physics. History. Commercial Law.
	Second Semester	Latin. Greek. Physics. History.	German-3. French. Physics. History-3.	Physics. German. Trigonometry. History. French.	Physics. English-3. Political Economy. Business Practice and Office Work.

On April 5, 1890 by an almost unanimous vote of the electors of the district a bond issue was voted, and steps were at once taken for the erection of a new High School Building, to be located on the same lot with the Central Building. There were vexatious delays in construction, and the original estimated cost was largely exceeded before the building was completed, but in October, 1892, it was ready for occupancy and the High School moved in to its new home, leaving the old building, where it had assembled for seventeen years, to be used entirely for the lower grades.

Once more Helena had set the pace in school equipment. It had erected and had dedicated to the Public Schools a buildingthat was far ahead, not only of any other school building in the entire Northwest, but for years was to stand as one of the best and most expensive public building in the state, and at a cost which exceeded the value of all public school property in Montana as late as 1880. The building, constructed of Montana granite and finished throughout in oak had cost including the furnishings $132,000 ,without the lot. Adding one-third of the value of the Central lot, gives $162,000 as the value of the building, lot and furnishings. As it stands to-day, it contains a large assembly hall, a fine gymnasium, a principal's office, and seventeen class rooms, including a phyiscal and a chemical laboratory, a drawing room and a library. These rooms surround and are approached through spacious rotundas. Flights of wide stone steps, supported by magnificent stone pillars lead from each floor. From broad landings midway in each flight, through large plate glass windows, are afforded unsurpassed views of broad valley and lofty mountain ranges,—views, that as long as the building stands, must prove a source of inspiration to pupils and teachers. When the school entered this building in 1892, it had acquired a library of over 800 volumes, valued at $1,000.

During the first ten or twelve years of its history the school could not boast of a large number of students. In 1882 the whole number enrolled was 37; as late as '87 the average attendance for the year was only 35.

The last ten years has been marked by a large increase in attendance. 312 students were enrolled during the last school year. The class membership at present writing is 270, which will be inby a class of sixty-five to graduate from the grammar school in January. Nearly one-fifth of the present members are students from other towns, attending without any charge for tuition, in accordance with the liberal action of the Trustees who have decided that, as far as Helena is concerned, no obstacle shall be placed in the way

of young men and young women who desire to obtain a High School education, whether they happen to live within or without the artificial boundary line of "District No. 1, Lewis and Clarke County."

The Principals in charge of the school in order of service are:

Henry P. Rolfe, 1876-1879.
R. H. Howey, 1879-1884.
S. G. Murray, 1884-1885.
C. L. Howard, 1885-1887.
A. E. Carleton, 1887-1888.
Mrs. M. S. Cummins, 1888-1890.
S. A. Merrit, 1890-1895.
B. C. Hastings, 1895-1896.
Wm. H. Johnson, 1896 to present time.

The school to-day is worthy of its history. There is no High School in the Northwest Country that is its superior, and few, its equal.

Its teaching force comprises five men and eight women, college graduates, and nearly all with from one to three years' post graduate study—four, in European Universities, the others at Chicago, Cornell and Johns Hopkins. Each department is in charge of a teacher who has specialized in the subjects of his department. The newly established commercial course is in charge of a man of wide experience. There are also special teachers of drawing and physical culture. In addition to the instruction received through the regular class-room work, the students maintain a number of Clubs and Societies that are of great value in re-enforcing and applying the more formal instruction. The Freshmen and Sophomores each have a "Literary Society" composed of members of their own classes. The Junior and Senior girls maintain an "English Reading Club," and the boys of the same classes a "Debating Club;" the students of German have a "German Verein," from the meetings of which all but the German tongue is excluded.

There is a most flourishing orchestra of twenty pieces, meeting for weekly rehearsals. A school paper, the "Nugget," is "dug up and panned out" once a month,—a publication that in make-up and general literary excellence would do credit to a much larger institution.

The school is foremost in all forms of athletics, maintaining teams in football, baseball, and boys' and girls' basketball, that have almost invariably vanquished their opponents. The football team of this year has not been scored against, though playing the second elevens of the State University and Agricultural College in

addition to High School teams. The girls' basketball team has been defeated only once since its organization and that by the first team of the State University. During the last school year over $650 was raised by the students and expended on the various athletic events.

The decision of the students to organize strictly High School teams, allowing no one to play who is not a regular member of the school, marked an epoch in school athletics in Montana. By this action they lead the state in a stand for clean athletics, and their victories the last season are the more satisfactory because they have been won by bona fide High School students.

In scholarship the graduates of the school stand high. Among its early graduates the girls were admitted to Wellesley and Vassar and the boys to the leading eastern colleges, without condition.

From 1875 to and including 1892, there were thirty-five graduates, since 1892, there have been two hundred and four, thirty-five of whom were in the last class, exactly the same number as during the first seventeen years of the school's existence, making a total of two hundred and thirty-nine graduates who are organized into a most loyal Alumni Association. Of the thirty-five graduating in June, fifteen or nearly forty-three per cent (43 per cent) have entered colleges or other institutions of higher learning,— a record that can be duplicated by few High Schools in the entire country. It is the more remarkable when it is considered that of these students every one entered institutions that are located more than a thousand miles away from home.

Such is the story of the school, past and present. Its splendid history is a prophecy of a more glorious future, in which it shall fill in even larger measure its mission as the "People College," of the city of Helen.a

RANDALL J. CONDON.

CENTRAL BUILDING, GREAT FALLS, MONTANA

WHITTIER BUILDING,
GREAT FALLS, MONTANA

Great Falls High School.

The High School of the United States, which has been aptly termed, "the people's college," became a part of the public school system in the early part of the nineteenth century. It came into existence to meet a growing demand for a more enlightened and intelligent citizenship. It is the purpose of the Great Falls High School to fulfill this demand and at the same time to give such preparation as will enable its graduates, who desire, to do advanced work in the great universities of the country, or to pursue an independent course of study. The school offers three distinct courses of study of four years each, with such electives as may be necessary for any unusual college entrance requirements.

The Great Falls High School had its inception in a very small way. It was in the fall of 1890, that four young ladies, who had come from as many different states, and who had completed the work of the Grammar School of those states, asked for advanced work in the public schools of this city. And in November of that year, in the Northwest corner of a room in the Whittier Building, then occupied by the sixth, seventh and eighth grades, the Great Falls High School was instituted but it was not until September, 1892, that it became a separate department with a well defined course of study, and with an enrollment of twenty-three students.

To meet the increasing demands of the school, the Central High School Building was completed in the fall of 1896, at a cost of $110,000 including furniture and apparatus for the laboratories. Since that time the school has enjoyed, for the most part, excellent facilities for effective high school work.

The High School Building has been termed "the best modern school structure between Minneapolis and the Pacific Coast." It contains physical and chemical laboratories, an art studio, fourteen class rooms, and an assembly room which has a seating capacity of four hundred. The building has ample accommodations for five hundred students.

The Faculty consists of seven members most of whom are college graduates and all have had training in the higher institutions, and valuable experience in their departments in the best schools in the country. Every effort is put forth by the principal and the teachers

to raise the standard of instruction and management to the highest degree of efficiency.

The work of the school is conducted upon the departmental plan. Each teacher has only a single subject, or a line of subjects, so far as is practical, and for which she has had special preparation. The departments are well sustained in English, German, Latin, History, Mathematics, Science and Drawing and it is expected that there will be added next year French, Commercial and Manual training departments.

Students are admitted to the school at any time but it is better for them to enter in September or February for then new classes are formed and new subjects taken up. A Grammar school diploma issued by the State Board of Education, or a certificate from the principals of graded schools in good standing are accepted for admission in lieu of an examination. In all other cases the applicant must sustain an examination in reading, spelling, English grammar, United States History, geography and arithmetic and must present evidence of good moral character.

Students who wish to make up deficiences in the elementary subjects will find excellent advantages in the grammar school of the city which now occupies a part of the High School building.

The school has a well selected and growing library consisting of encyclopedias, dictionaries, atlases, maps, and works of Standard Authors, which is free to the students. The Valeria-Carnegie Library which has over seven thousand volumes to which the students have free access is open daily from 10 A. M. to 10 P. M. Each teacher is allowed to take from this library to the school as many as six volumes at a time for the use of th etsudents and to keep the same for a period of six weeks.

The school is free to all students living in District Number One. Those living outside of the district are charged the sum of $1.50 per month tuition. Thus every child who is prepared may enjoy the advantages of a secondary education for a nominal consideration. In the Grammar grades the tuition is one dollar per month.

The school is becoming popular as a preparatory institution. It stands on the accredited list not only of our own state institutions, but of many of the best colleges and universities of the country. It has sent representatives to Harvard, Columbia, Ann Arbor, Chicago University, and Minnesota University on the East, Leland Stanford and Washington universities on the West, and to many of the normal schools of the country. And whereever its graduates have

entered, they have been able to maintain the work with credit to themselves and the school from which they graduated.

The Star and Crescent Literary Society is maintained in connection with the school and in this the pupils are trained in the art of public speaking, in impromptu addresses and in partliamentary usage. One session a month is devoted entirely to the study of parliamentary practice.

The school enters upon its second decade with an enrollment of one hundred and fifty students, and a determination to fulfill the demands of the public by increasing its facilities for preparing the young men and women of the community for the duties of true American citizens.

Butte High School.

The Butte High School is by far the largest educational institution within the borders of the state. It is not only the largest in point of attendance, but it is also one of the best equipped schools, in all its departments, to be found in the entire northwest.

The growth of the High School has been rapid from the begining, not only in point of attendance, but in all those other elements which are essential to a strictly first class institution for providing secondary education.

The High School proper was organized in the 80's with A. C. Newill in charge. The attendance during the opening year was about three score, certainly a goodly number for a town of only a few thousand inhabitants in whose veins burned the fever of money making and that, too, coupled with the fact that abundant opportunities for doing so were found in the fabulously rich silver and copper mines which have made the city famous the world over.

The growth of the school from 1889 (the earliest date from which the records are trustworthy)to 1902 is shown in the following tabulation taken from the biennial report of the superintendent of the city schools for 1901-02.

ENROLLMENT 1899-1902.

Years.	Girls.	Boys.	Total.
1889-1890	32	27	59
1890-1891	38	31	69
1891-1892	76	47	123
1892-1893	102	65	167

1893-1894	125	66	191
1894-1895	136	73	209
1895-1896	175	99	274
1896-1897	208	99	307
1897-1898	221	124	345
1898-1899	293	139	429
1899-1900	295	138	433
1900-1901	321	188	509
1901-1902	334	195	529

The indication at present points to an enrollment for the year 1902-03 of not less than 550.

During the past years, since 1886, there have been 398 pupils graduated from school as may be seen from the following tabulated statement:

GRADUATES.

Years.	Girls.	Boys.	Total.
1886	..	1	1
1888	3	3	6
1889	4	3	7
1890	5	6	11
1891	4	5	9
1892	5	5	10
1893	12	3	15
1894	15	8	23
1895	22	7	29
1896	12	19	31
1897	25	10	35
1898	19	13	32
1899	42	14	56
1900	22	8	30
1901	16	11	27
1902	24	8	32
1903 (to be graduates in Jan. and June	27	17	44
Totals	257	141	398

The persons who have acted as principals of the High School since its organization are respectively, A. C. Newill, C. F. Lee, E. A. Steere, J. A. Riley, J. G. McKay, and P. A. Leamy.

During the administration of the first four, the school occupied apartments in the Washington school, but in 1896 the present splendid high school building was erected and occupied jointly by the high school and grammar grades. In 1900, the high school had grown to such proportions as to require the entire building for its accommodation.

To carry on the work of the high school, as it is organized at the

present time, requires a teaching force of nineteen persons assigned to the following departments: Mathematics, 3; Science, 2; Latin, 2; German, 1; French, 1; History, 2; English, 3; Drawing, 1; Commercial, 1; Library, 1; Music, 1; Miscellaneous, 1.

The curriculum of study covers a period of four years and, to meet the various demands of those attending, provides for the following courses; English, scientific, college, preparatory, classical and commercial. Each course aims to prepare pupils for specific fields of uesfulness while giving a thorough preparation in what may be called the essential branches of a secondary education. The courses offer a wide range of electives which, however, are so arranged as to prevent the possibility of a pupil selecting a weak or disconnected course of study.

The school is provided with the finest equipment to be found in the high schools of the state and is probably not excelled by that of any high school in the northwest. The library, containing over 2,500 volumes selected with special reference to supplementing the work of the high school, is located in a commodious room furnished with all necessary conveniences for doing effective library work. The books are catalogued according to the Dewey system, thus making its great accumulation of matter readily available to those in search of information. The library is in charge of a librarian who devotes her whole time to caring for the books cataloguing new ones that are being added from time to time, and assisting pupils in using the library intelligently and effectively.

Faculty.—D. B. Price, is superintendent, M. L. Roark, A. M., principal, and Miss Fannie Cummins, musical director.

Special.—There is a growing demand for special training in the manual arts, and as soon as the necessary funds can be procured an industrial department will be erected. The hands and the eyes must be educated as well as the intellect.

There is to be no conflict between this school and that of any other in the state. The aim will be to unify and develop the educational work by a system of correlation for by so doing this institution may have without prejudice the co-operation and interest of the state schools in its work. A carefully graded and articulated system, working in harmony from the lowest to the highest grade, so that a pupil may go from a lower to a higher grade and still obtain the full benefit of all that he has studied, is the goal that is aimed at by this institution.

The school was opened in temporary quarters October 8, 1901, and without a canvass thirty-four students were enrolled the first

year, and thus far in the second year the increase has been fifty-six per cent.

Jackman Commercial and Helena Business College.

The school known as the Jackman Commercial and Helena Business College, is the outgrowth of two schools, the Helena Business College and the Jackman Commercial College.

The Helena Business College was established in 1883 as a Business College and English Training School. The Jackman College was established in 1891 as a Private School of Shorthand, but because of the demand for instruction in the Commercial and English branches, these departments were added and the school was then given the name of the Jackman Commercial College. These schools were consolidated and are now under the control and management of Miss Mary E. Jackman.

The attendance gradually increased until the past year the enrollment reached nearly three hundred.

Three departments are maintained, the Commercial, Shorthand and Typewriting, and the English.

The Commercial Course embraces bookkeeping in all its forms, commercial law, business arithmetic, commercial correspondence, grammar, orthography and business writing.

The Shorthand and Typewriting Course includes instruction in the principles of shorthand, miscellaneous dictation, reporting penmanship, grammar, orthography, correspondence, touch typewriting, manifolding, letterpress work and mimeographing.

The English course includes grammar, penmanship, orthography, reading, arithmetic, letter writing, and all common school branches

In addition to the regular departments, instruction is given in all of the branches in which teachers are required to pass examination for any grade of certificate.

For the benefit of those who cannot attend the day sessions, night classes are maintained and meet Monday, Wednesday and Friday nights, each session continuing two hours.

Each department is under the direction of a specialist. All teachers are engaged with reference to the work required of them.

A litrary society is maintained about six months each year. Athletics are given some attention, and the social side of life is not forgotten. The assembly hall is at the disposal of the students when-

BUTTE BUSINESS COLLEGE

ever they desire coming together for a social evening. The teachers are always present on these evenings to enjoy the pleasures with their students.

Butte Business College.

The Butte Business College was established in 1890, by A. F. Rice and E. L. Kern who started in a modest way and in very small quarters but the venture was a success from the start. At the end of two years Prof. Kern withdrew from the firm and Prof. Rice assumed entire control of the school. Under his able management the college continued to grow and prosper and kept pace with the steady growth of Butte as it arose from a mere mining camp to the metropolis of the state. In 1897 Prof. Rice found that the responsibility and years of close confinement connected with so large a school were beginning to tell upon his health and he associated himself with C. V. Fulton and E. W. Gold who became equal partners in the business. The college was now incorporated under the laws of the state and this partnership continued until a year ago when Prof. Gold withdrew from the firm and the business continued under the firm name of Rice and Fulton.

The school has enrolled more than six hundred students during the past year and has a daily attendance of three hundred and fifty at the present time. The constant growth of the College necessitated the frequent addition of more floor space until at the present time it requires four large study halls and numerous class and recitation rooms to accommodate the school which is located on the fifth floor of the Owsley Block, one of the handsomest and most centrally located buildings in the city. This College offers complete and systematic course in Business, Shorthand and Typewriting, English Preparatory, and Normal. It also offers special courses in Mechanical Drawing, Steam Engineering, Modern Languages (French, German and Spanish), Penmanship and Free Hand Drawing.

Business Department.—The business department is in charge of three experienced commercial teachers who devote their entire time to the work and teach bookkeeping and business methods by the latest and most up-to-date methods.

Shorthand and Typewriting.—This is a rapidly growing department of eighty-five students, and is in charge of an experienced

stenographer and teacher, who, on account of having held all kinds of stenographic positions including that of court reporter, is enabled to thoroughly equip his students with just such knowledge as will be required of them in a modern business office. The typewriting room of this department is complete with a large number of the latest model typewriting machines, and the student is taught to use them by the "Touch Method."

English Preparatory Department.—This is one of the most popular departments of the school and was organized to accommodate a large number of students who for various reasons are not far enough advanced to enter the regular business, shorthand or normal departments, and others who prefer personal instruction instead of the class system of the Public School.

Normal Department.—This department was organized several years ago to meet a demand made upon us by young people wishing to prepare to teach or to enter college. The principal of this department is a college graduate and a successful instructor. Our Normal department has been a success from the start and has enjoyed a liberal patronage.

Private Department.—This department was arranged to meet the wants of young and middle-aged men who work in the mines and who have not had the opportunity of going to school when young or who wish to take one of our regular courses. A separate study hall is arranged for them so that they may attend school on the opposite shift from the one they work. There are between fifty and sixty students attending this department at present, and since the department was organized upwards of two thousand miners and working men have received instruction. As a rule these men are intelligent, make rapid progress and greatly appreciate all efforts in their behalf.

Night School.—One of the leading features of the college is its night school which is largely attended and which is in session five nights a week during the entire year. This school offers advantages equal in every respect to the day school and affords an opportunity for a great many young people to secure an education without loss of time from their regular employment. In conection with the night school a number of special courses are offered, viz: Steam Engineering, Mechanical Drawing, Modern Languages, etc.

BUTTE BUSINESS COLLEGE FACULTY.

A. F. Rice, Founder and Associate Proprietor, Instructor in Bookkeeping, Arithmetic, etc.

C. V. Fulton, Associate Proprietor, Instructor in Business Penmanship, Science, Commercial Law, etc.

J. Lee Rice, Principal of the Actual Business Department. Instructor in Commercial Arithmetic, Banking, Higher Accounting and Business Penmanship.

W. L. Shattuck, Instructor in Commercial Arithmetic, Bookkeeping, Short Methods of Calculation and Penmanship.

Edwin Koch, Principal Normal Department. Instructor in Languages, Sciences and Higher Mathematics.

L. A. May, Principal Shorthand Department. Instructor in Stenography, Typewriting, Manifolding, Mimeographing, etc.

Miss Hilma Hanson, Teacher of Arithmetic and English branches.

Leneve Hosking, Teacher of Arithmetic, English Branches and Bookkeeping in Private Department.

Mrs. Ida F. Rice, Teacher of Instrumental Music.

George Craven, Teacher of Steam Engineering and Mechanical Drawing.

Edgar Millert, Ph. D., Teacher of Modern Languages.

Lee Howard, Assistant in Night School.

Mrs. T. C. Lavigne, Assistant in Shorthand and Typewriting.

During the past few years the science department has been thoroughly reorganized and is now as complete in all its features as can be found in the best schools of the country. The department consists of four rooms—a lecture and demonstration hall, a physical and biological room, a chemical laboratory, and a commodious supply room. The equipment in the chemical laboratory is complete in every department and affords facilities for forty pupils, while the physical and biological rooms supplied with tables, desks, apparatus cases, two Crowell Cabinets, twelve compound microscopes, and much other valuable and expensive apparatus.

The departments of history and drawing are supplied with all needful appliances in the way of maps, charts, globes,reference books, models, drawings, casts, and in fact everything that is needed to make the instruction of the departments thorough and effective.

In January of 1902, a commercial department was organized upon a broad and comprehensive basis and is growing daily in effectiveness and popularity. The course extends through a period of four years, the first two of which are devoted mainly to giving the pupil a thorough grounding in those branches necessary to a general scholarship while the third and fourth years are given more especi-

ally to the strictly commercial branches.

The school is in charge of a very efficient corps of instructors and is doing a splendid work in preparing the youth of Butte and Silver Bow County for a useful, self dependent citizenship.

The citizens of Butte take a great pride in the high school as is evidenced not only by the general interest they manifest in the many departments of its work, but also by their liberality in donating pictures, casts, statuary, etc., for the decoration of the building and incidentally for the pleasure and gratifictaion of the pupils and teachers who spend much of their time within its walls.

Among those who have been especially liberal in donating to the beautifying of the rooms and adding to the equipment of the departments, may be mentioned, Mrs. Wadsworth, C. M. Atkins, J. H. Leyson, Henry Mueller, The Woman's Club, W. F. Noyes, M. J. O'Farrel, Mrs. Clinton H. Moore, Miss Ella Orr, and others whose names are not available.

Jefferson County High School.

The Jefferson County High School was authorized by a vote of the people of the county July 31, 1900. The matter had been discussed fully a year before final action was determined upon. Upon petition of the people of Boulder the county commissioners submitted the matter to a vote of the electors of the county. To further instruct the voters of the county, Prof. Geo. B. Swan of the Gallatin County High School was asked to address meetings in various parts of the county and present to the voters the plan of the county high school, the success attending its establishment in other counties, and the benefits derived therefrom. The voters thus became fully acquainted with the matter before being called upon to vote. The result was that the proposition carried with a vote of 699 for and 310 against.

One of the arguments urged in favor of its establishment was that the trustees of the Boulder public schools had filed with the county clerk an agreement to give to the county free of charge for a period of ten years the use of the second story of the excellent Boulder public school building, together with janitor service, fuel, and the free use of all high school apparatus in its possession.

The satisfactory consummation of these details delayed the organization of the school until late in the fall. During the first

year the school was conducted by the local school board of Boulder, and the county commissioners of Jefferson County. The school was not largely attended, and only one teacher was employed. Prof. Lewis Terwilliger, who had for three years had charge of the Boulder public schools, was chosen principal, and he also had general superintendency of the local schools.

At the close of the first year the law had been so amended that all county high schools must have trustees of their own, Miss Jennie Filcher, county superintendent of schools, therefore appointed Messrs. A. J. Holloway, W. B. Tindall, and George Pfaff of Boulder, W. B. Redding of Clancy, D. A. Morrison of Whitehall, and J. B. Brien of Basin as trustees. Lots were drawn for the long and the short terms of two years and one year, and the three Boulder members of the board drew the short terms. The board was duly organized with A. J. Holloway as president, and a course of study was adopted. Besides the three-year Classical, Scientific and English courses authorized by the State Board of Education for accredited high schools, a Commercial course of two years was added, including stenography and typewriting. Apparatus and supplies were ordered, a library was started, two teachers were employed, and the school immediately began to do accredited high school work. Prof. Terwilliger was continued as principal, and Miss Frances Miller was elected assistant principal. The school had an enrollment of 37 during the year 1901-2, and has about the same attendance this year under the same management.

The school is gradually acquiring a good equipment. It has a complete Crowell Cabinet of Physical Apparatus worth $350.00 besides an excellent microscope and other physical, botanical, and mathematical instruments. It has a library of about 400 volumes, and has the use of the library of the Boulder public schools consisting of nearly 1,000 volumes. The school has a bright future before it, and compares very favorably with schools of its grade in other parts of the state.

Stevensville Training School.

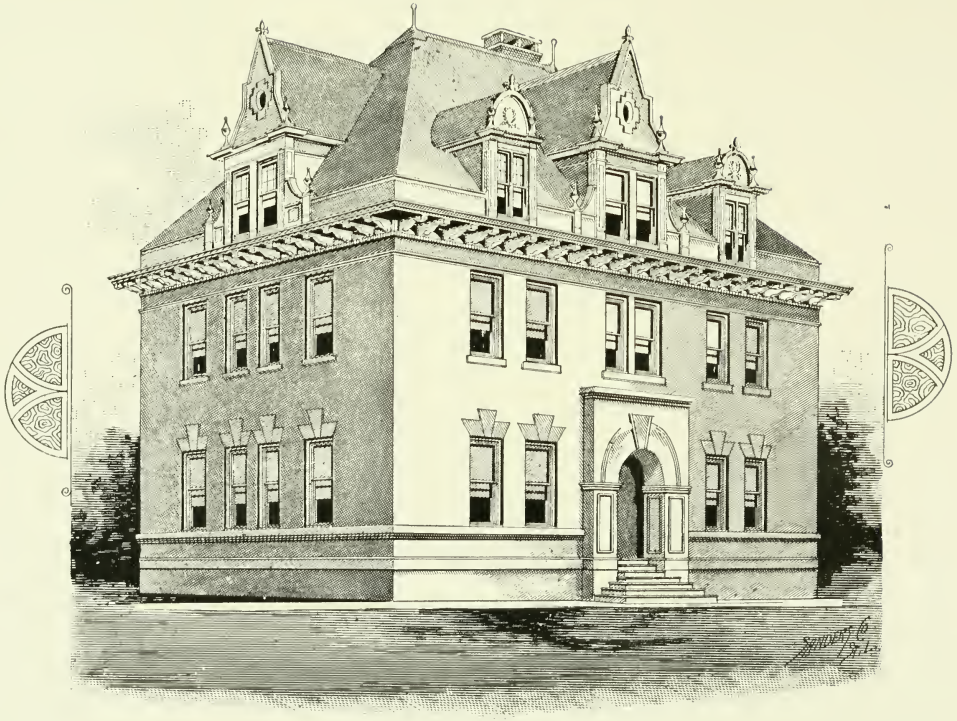
"Right training is better than riches."

History.—In the autumn of 1900, D. B. Price, suggested to John S. Robertson the possibility of securing a first-class Training School to be located in the town of Stevensville. He promptly and generously made a tender of $2,000 provided the amount necessary, $15,000, could be secured. George May donated the campus, and other friends of the movement became responsible for the amount necessary to secure the school.

Location.—This school is located at Stevensville, Ravalli County, Montana, on the Bitter Root branch of the Northern Pacific railroad, thirty miles south of Missoula. Stevensville is a prosperous and enterprising town of five hundred inhabitants and is situated in the center of the famous Bitter Root valley In its healthful location and picturesque scenery, Stevensville is unsurpassed.

Purpose.—It is intended that this institution shall be a general training school in which the boys and girls of the state may find the very best moral and mental discipline in preparing for a college course or for any phase of life work. The distinction is recognized between collegiate and preparatory work and the necessity for different methods and discipline for students of varying ages and advancement; therefore no degrees are conferred as is done in some so-called colleges which are not really doing first-class high school work, but the course is confined to the sphere of a thorough, genuine fitting school. Short cut methods are neither believed in nor practiced.

Man has not been able to eliminate or modify the time element in the growth of man. Seed-time and harvest are no nearer together now than in the days of Abel. The work is of such a type that a pupil who finishes the course offered is allowed to enter the freshman class of any college or university of the Northwest upon certificate without examination; or is prepared to live a worthy and useful life. "The great thing to be done is to lead the student to value some other ideals beside the commercial one—to recognize that there is some measure of success in life higher than the mere power of money-making. I do not mean that money-making is a bad thing, or that commercial success is an unworthy ambition; but I do mean our young men are far too apt to over-value these ideals as compared with the ideals of civic duty, of religious earnestness



STEVENSVILLE TRAINING SCHOOL

and unselfish devotion to causes which promise them no personal advancement."

Property—In the southeastern part of town, about one-fourth of a mile from the postoffice, at the end of the principal residence street, on an elevation commanding a fine view of the town, the river, and the surrounding mountains, lies the ten-acre campus.

The main building is a very handsome and substantial three-story brick, containing a large, well-lighted, heated and ventilated study hall capable of seating 200 students; and four commodious well equipped recitation rooms, principals' office, music room, and hall for literary societies, besides alcoves and wardrobes. The school is the property of the Methodist Episcopal Church, South, in Montana, but in no sense is it sectarian, nor is it a theological seminary.

Course of Study.—The course begins with the higher common school branches and embraces all subjects required for admission into the freshman class of the colleges and universities of the State. Two years are given to a course designed to prepare students who may need such preparation for the regular course. The regular course requires three years' work for the average student. When this course is completed the student is admitted into the freshman class at college upon certificate. The work is also arranged so that teachers may pursue a course of study which will prepare them for a state certificate. Students are not required to take all the subjects given in the course of study but only those that belong to their particular course.

Montana Wesleyan University.

Superintendent of Public Instruction,

Helena, Montana.

Dear Sir:—I beg leave to submit the following report for the Academy of the Montana Wesleyan:

By the action of the Annual Conference, held at Bozeman, Aug. 7 to 12, 1902, it was decided for the coming year, at least, to reduce the work of the Montana Wesleyan University to an academic basis. Up to this time, besides the College of Liberal Arts, the school had carried a Theological department, a Normal department, a Business course, a school of Expression and a Conservatory of Music. In the work that is carried on this year, the Normal department, the Theological department, and the College of Liberal Arts are discontinued, and the work in the Montana Wesleyan comprises Prepara-

tory work, the regular Academic course, a Business department, school of Expression, and the Conservatory of Music.

There are fifty-five students enrolled and out of these thirty-five are enrolled in the regular academic department, ten in the business course, twenty in elocution, eighteen in piano, and nine in vocal music.

In connection with the school there is a dormitory situated at 649 Ewing street, in the old Pierce flats and at present there are over thirty boarders. Most of these are students who come from parts of the state outside of Helena.

The faculty is comprised of six members: C. W. Tenney, principal, Mrs. Jessie Van Scoy, mathematics and French, Eva Foster, ancient languages and literature, F. Marion Brown, penmanship and bookkeeping, Emaline Spach, piano and vocal music, and Elsie Coe, preceptress and elocution.

The work is going on in a good way; new students are being enrolled and the outlook for the year is good. When school opened, Sept. 17, there were only thirty-one students enrolled, and the fact that the number has increased to the present number in two months gives much encouragement to those who are interested in the work of the school.

There is a regular tuition charge of $5.00 per month for tuition only and $26.00 per month for those who board at the dormitory.

The school is conducted on a military plan and the officers of the cadet company, in accordance with the provision of the Code, are given regular commissions by the Governor of the State. At present the company numbers twenty-four members. Out of these there has been organized a band of fourteen pieces and they have already made two appearances in public.

School will close for Christmas vacation Friday, Dec. 19, and studies will be resumed again Jan. 6. Friday, Jan. 30, the first semester ends and Monday, Feb. 2, will be the opening of the second semester. School will close its work for the year, May 27, 1903.

ORPHANS' HOME, TWIN BRIDGES, MONTANA

The State Orphans' Home.

Upon recommendation of Governor J. E. Rickards, the Legislature of Montana in the Session of 1892, enacted a law establishing a Home and School for Destitute and Dependent children, and locating it at Twin Bridges, Madison County, Montana. As set forth in the Bill it was to be a Home for "Orphans, Foundlings and Destitute Children under twelve years of age, at the expense of the State. It was evidently the intention to provide for only Dependent and Destitute children sound in body and mind. The law literally interpreted would include the crippled, blind and feeble minded, if they were destitute.

The management has not so interpreted it and has aimed to admit only the destitute and dependent, who are sound in mind and body.

The Institution is under the direction of a Board of Trustees, consisting of five members, appointed by the Governor, for a term of five years.

The first Board of Trustees were,

Pat. Carney, President.
J. R. Comfort, Secretary.
R. O. Hickman, Treasurer.
Jas. M. Page.
John Wilhart.

Present Board:

Pat. Carney, President.
J. R. Comfort, Secretary.
Amos Eastman, Treasurer.
W. M. Oliver.
Marcus Elser.

The Institution was opened for the reception of children Sept. 26, 1894.

The Home is under the immediate management of a Superintendent and Matron, appointed by the Board of Trustees. Rev. Geo. Comfort and his wife Marian G. Comfort, were the first Superintendent and Matron. They served faithfully until the Spring of 1897, when they resigned. The Board elected Wiley Mountjoy and wife their successors. The Superintendent employs all assistants.

The work of the Institution has fully demonstrated the wisdom and foresight of its founders. It saves money to the State, as it

not only provides for the immediate physical and educational needs of the children cheaper and better than the counties could do it, but it saves the children. Saves them from neglect and idleness, and often saves them from lives of vice and crime. The Institution maintains a school, which aims to be equal in grade and efficiency to the Common Schools of the State.

The children are required to work. Every child over five years of age has some duty. They are trained to obedience, order and cleanliness.

Children are placed in homes either by adoption or indenture. They are discharged, from the Home, when considered competent to support themselves.

Many are returned to relatives who apply for them and give assurance of ability to properly provide for them.

Altogether 340 children have been received. Of these 201 were boys, and 139 girls. There have been 266 indentured, returned to relatives, etc. Of these 35 have been returned to the Home. Present inmates, 109. Boys, 66 and girls, 43.

A number of those sent away were discharged as self-supporting. Five of these (all girls) have married. The record for health has been little short of the marvelous. It has been especially remrakable this year. With an average attendance of 115 there have been no deaths, and the cost of medical attendance was only $17.00 for the year.

St. Vincent's Academy, Boarding and Day School for Girls.

St. Vincent's Academy founded in 1869, is conducted by the Sisters of Charity of Leavenworth, Kansas. The purpose of this institution is to meet the wants of the Catholic parents of Montana, by giving them convenient access to procure for their daughters the advantages of a good sound education. The building is commodious, heated by hot water, lighted with gas and provided with all the modern conveniences.

The moral and intellectual improvement of the pupils is attended with the greatest solicitude, the object being to impart to the young ladies a Christian education, solid, useful, and cultured.

No distinction is made in the reception of pupils on account of their religious opinions, and all interference with the convictions of non-Catholics is carefully avoided. Good order, however, re-

quires that they conform to the general regulations of the house.

The Academic year consists of our session beginning on the first Tuesday of September, and ending about June 25. The session is divided into two terms the first ending January 31, the second at the end of the school year. At the end of each term there is an examination in all the matter studied during the preceding months. There are also monthly tests in all the branches.

Monthly reports of pupils conduct and standing in class, are sent to parents or guardians. Testimonials are given at the close of each month to those pupils whose deportment has been satisfactory, entitling them to draw for a gold medal at the close of school Be sides the Primary, Intermediate and Grammar Grades, the curriculum embraces an Academic department comprising a four years' course which gives young ladies an opportunity of pursuing the regular High School course combined with religious and moral training. In this department are taught Higher English, Literature, Rhetoric, Logis, Moral Philosophy, Higher Mathematics, Physics, Chemistry, Astronomy, Botany, Geology, History, Bookkeeping, Latin, French and German.

The musical department is under the direction of experienced and capable teachers. The best and approved methods are adopted, Lessons are given on the Harp, Piano, Violin, Banoj, Guitar and Mandolin, besides regular courses in Vocal Music and Harmony.

In the department of drawing and painting it is the aim to give a practical knowledge of art and to lead pupils to love and appreciate the beautiful as found in nature and expressed by the handiwork of man.

Boarders, being the special wards of the institution, are provided with all the conveniences and comforts of home life. Opportunities for pleasant recreation and physical development are given them, while the most devoted attention is paid to their health.

St. Peter's School.

Helena, Montana, Nov. 18th, 1902.

Mr. W. W. Welch, Superintendent of Public Instruction,
Helena, Montana.

Dear Sir:—In response to your request for a statement of our School, will say St. Peter's Episcopal Kindergarten has an enrollment of nineteen children.

We have purely kindergarten work, with children from three to six years of age.

There may be more of the religious side brought out in this institution than in public schools, for the reason that this is a Parish Kindergarten, under the immediate supervision of the Rector and Vestry.

Very truly,
FLORENCE L. GAGE,
Principal.

Historical and Miscellaneous Department of the State Library.

The Historical and Miscellaneous department of the State Library is an outgrowth of two organizations, or rather, two distinct libraries, made one department in 1893. The first legislature of Montana Territory, strange as it seems when the times and environment are considered, amid gold excitement close at hand and civil war raging in our country, planned for school libraries, passed an act to incorporate an historical society, and made the Territorial auditor ex-officio librarian to care for whatever books came from the various states and the general government to the territorial officials, forming the nucleus for the law and miscellaneous departments. It has been the policy of Montana assemblies ever since to look after library interests, not always doing, perhaps, as much as may be desired by those in close touch with library affairs, yet always doing something for the betterment of existing circumstances. From time to time appropriations have been made for the Historical Society and its library, and the law and miscellaneous departments planned for also.

In 1883, special arrangements were made for the miscellaneous collection to be separated from the law collection and placed under a different librarian, the Territorial auditor being relieved at this time of ex-officio service as librarian. The supreme court reporter or clerk of the court, was made librarian of the law division, and Miss Guthrie, then librarian of the Helena City Library, was made librarian of the miscellaneous department or division, as it was called under the old law of 1881. She continued librarian of one or both divisions for 18 1-2 years.

During that time great changes and steady growth marked the advance in library sentiment, more generous appropriations, larger

quarters; and at last after statehood the historical and miscellaneous collection were merged into a department of the state library, the law division remaining a distinct department, as it should be and is in the best state libraries of the country.

After reading carefully for the past two years the reports from other states, and studying the library laws of each, we do not hesitate to say that Montana has one of the gest organizations for a state library and the best laws governing it we know of. The law gives into the hands of the supreme court the department which serves its interests exactly as should be. It gives to the other departments a wider scope for action, and governs it by men chosen for its board from the various walks of life who may be interested and intelligent along the lines of duty assigned that department. Each department has separate quarters and different librarians. As the museum grows to what the law intends it should be, and possesses a complete exhibit of the resources of th estate in minerals, flora, fauna, horticulture and other resources, as well as curios, Indian relics and pictures, a curator will have to be employed so that the librarian of the miscellaneous department will have more time to devote to the legitimate business of librarian and historian. The law so clearly defines the duties of the librarians of each department and so plainly defines the functions of each, that no conflict can occur, no overlapping of duties arise.

We are congratulated often by older librarians and trustees in other communities upon the admirable state organization we have. We trust the school library interests may continue in the excellent way a start has been made, and the State Historical and Miscellaneous department is always ready to aid the school district library by sending state documents to be used in the study of civil government, or to lend duplicate books to be used in district debating societies or literary clubs organized under the teacher in the district.

We hope to see, however, in the near future a county library system in Montana to go right along with the county high school plan, such as Ohio and Wyoming and other states now have. The library and the school, the greatest of all modren educational forces, have journeyed along together in our state since 1864, doing a great work during territorial days; and now as we have entered a new and wonderful century of advance in the activities of scientific investigation and progress over the entire world, let us marshal our intellectual force here and plan a campaign of progress along lines already proven successful in older communities. Let us seek legis-

lation for the organization of county libraries as well as county high schools, petition Congress for cheaper postage, so that books may be sent from this county library to any and every home desiring to study certain questions or read up on the various topics now engrossing the attention of the civilized world What a godsend would be a good book or paper or magazine to the far away lonely homes all over our state, to the family gathered in the cabin, or the lonely herder. How the coming of the mail would be eagerly looked for. It seems to us the next step for educators and library workers is to ask for the establishment of the county library.

Our school district library law should remain as it is; enforced as it is now, it is an excellent law. Then supplemented by the county library and a well equipped state library above all, containing books to lend not found in the county library or district library, and the system would be complete. Thus our citizens would be able to secure the best reading matter at the smallest expense. Recently a statement has been prepared for the labor bureau biennial report, covering certain points on library conditions, and we have also prepared the biennial report for the historical and miscellaneous department. These two reports exhaust in themselvse about all that may be said at the present time, but the matters touched upon in these few sentences have not been given in the other papers referred to.

We trust these remarks may be the means of awakening our people and setting them to thinking of library work and to action in the near future which will result in an onward movement in our state. We should not rest satisfied until the best thought and latest invstigation may be obtained in book or pamphlet by every citizen in Montana through its library privileges. Our librarians, too, as well as our teachers, should be trained, and in this respect our librarians are most of the mefficient.

REPORT OF THE EXPERT LIBRARIAN.

Within the last ten years Montana has made considerable progress both in the growth of libraries and in their organization for work. The library statistics collected by Mr. Patten and twice published by him in the papers of the state were a pleasant surprise to those interested in this branch of education. They revealed a larger number of libraries,—public, school, college, society and other kinds, than would have been thought possible, unless ascertained by such careful investigation as was made by the compiler.

The statistics published by the United States Buerau of Education have been even more gratifying to Montanians. In 1891 the

State of Montana was credited with five public libraries by the statisticians, which libraries contained 21,139 volumes. In 1896 there were listed thirteen libraries with 69,222 volumes. The percentage of increase was 227.46 for five years, which was more than 25 per cent greater than the increase shown by any other state or territory, and nearly nine times as great as that of the entire country.

The statistician in 1900 reported one more library and 42,697 more volumes, being an increase of 61.68 per cent in four years.

In rapidity of increase Montana was no longer first, but was yet gaining twice as fast as the United States as a whole, and in order of growth stood twelfth among fifty states and territories.

Yet I have not been asked to write a statistical paper, but to make a report on Montana libraries that may have a practical bearing upon present conditions and prospects.

In view of the erection of library buildings, secured from private gifts in many of our cities, and the possible extension of such work, it has been considered best to confine the discussion to donations and largely to city libraries.

Probably the first library in the state was the Helena Public, which began as a society library in 1868, was made a free public library in 1886 and now probably contains the largest number of volumes of any institution. It is housed in an attractive building, erected for its use, but is rapidly outgrowing its quarters and will be ready before long for a building exclusively devoted to library purposes.

While the Helena Library is the oldest in the state, the first library donation, so far as I can ascertain, and perhaps the first free library was, that housed in the office building of the Blue Bird mine, about two or three miles from the Butte Court house. The manager of this mine was a brother-in-law of Sir John Lubbock (now Lord Avebury) by whom a generous contribution, largely of standard books, was made for the use of the miners. The Blue Bird, being a silver mine, has long since been closed down and what is left of this collection has been incorporated in the library of the Butte High School.

In 1891-2 a great impetus was given to library work in Montana by a gift of $10,000, made by Charles X. Larrabee, to purchase books as a nucleus for a public library in Butte. This amount was more than doubled by contributions from the mines and miners, and a fund secured, which gave a fine opportunity for starting a good municipal library. A building was supplied by the city at a cost of nearly $100,000 and a liberal tax levied for support.

Public libraries also exist in Kalispell, Missoula, Great Falls, Deer Lodge, Miles City, Billings, Livingston, Bozeman, Virginia City, Anaconda and Dillon, and perhaps some other cities. Billings has a building furnished by the Billings heirs. Mr. Carnegie has favored Kalispell, Great Falls, Miles City, Bozeman and Dillon. Anaconda has a building and library supplied and conducted by Mrs. Phoebe Hearst in memory of her husband, who was one of the original owners of the Anaconda mine. In Deer Lodge two libraries have been established by private beneficience. One is in the state penitentiary and consists of 4,000 volumes given by W. A .Clarke, Jr., for the use of the convicts. The other is the Wm. K. Kohrs Memorial Library, donated by State Senator Conrad Kohrs and supported by a city tax.

Thus it will be seen that the State of Montana has received its share of library gifts, only two of its principal cities, Livingston and Missoula, now lacking library buildings, though these are both cities where such buildings would help to specially good work.

The five Carnegie donations have been made on the approved Carnegie plan. Mr. Carnegie donates a given sum. The favored city furnishes a site and levies a permanent tax of at least 10 per cent yearly of the donation it receives. Thus Mr. Carnegie adopts the plan of helping those who help themselves, and it is understood that he keeps his weather eye open for other libraries to conquer.

Of very exceptional liberality are the donations at Anaconda and Deer Lodge. At Anaconda, Mrs. Hearst not a resident but a large stockholder in the Anaconda Company, erected a gem of a building, purchased furniture, supplies and books, pays for library service and makes the library absolutely free. When the question of having the loans secured by guarantors came up, Mrs. Hearst said that she was giving the library to the people, and if she asked the business men to guarantee the loans, she would be asking them to participate in the donation. Not even books, pamphlets or newspapers are received without payment. The only exceptions have been government documents. No fines are collected, for Mrs. Hearst maintains that this action would prevent it from being an absolutely free library. The liberality of this gift is beyond question. Concerning the wisdom of the course some different opinions might exist. Particularly is the scheme of not charging fines questionable. For the arrangement is that those who retain books overtime are forbidden the use of the library for a longer or shorter period, and this interferes with the fundamental concept

of modern libraries, viz: that they must be used as largely as possible.

The liberality of Senator Kohrs at Deer Lodge, has been as great but is tempered with wisdom. He expects the city to conrtibute to the extent of its ability. Beyond that he has supplied what is needed. A tasty, fire-proof building, which including lot costs $24,000, is but the beginning. Senator Kohrs supplies the furniture and adds $5,000 worth of books. The city pays the running expenses.

In the library movement now in progress in the state, but one word of suggestion seems to be needed. A library is a collection of books which increases steadily, permanently, eternally. At first in a small library cataloguing and organization seem hardly necessary. When a certain size and popularity are attained careful system is essential. The resources of small libraries are limited and the machinery must be as simple as possible. But some organization is high desirable from the start. When even a few thousand volumes are on the shelves or a comparatively small circulation obtained, there is apt to result an amount of confusion or expense, or both, which can never be anticipated, but which can easily be avoided by adopting a system at the beginning, which takes into account the needs of the immediate future, as well as the imperative demands of the present.

Respectfully submitted,
JOHN F. DAVIES,
Expert Librarian.

To HON. W. W. WELCH,
Supt. Public Instruction,
Helena, Montana.

Butte, December 5, 1902.

Fort Belknap School.

Fort Belknap School, Harlem, Mont., Jan. 3, 1903.

W. W. Welch, State Supt. of Public Instruction,
Helena, Montana.

Sir:—Pursuant to your request, I have the honor to submit the following report of the Indian School at this place.

The Ft. Belknap Industrial Boarding School is on the Ft. Belknap Indian Reservation, four miles south of Harlem, Montana. It is maintained by the government for the children of the Assinniboine and Gros Ventres Indians. These two tribes number 1,300. Maj. W. R. Logan is the U. S. Indian Agent at Ft Belknap Agency.

The old Ft. Belknap was a military post on the reservation on the south side of Milk river near the present site of Chinook, Montana. By agreement the western half of the reservation was sold to the government May 1, 1888 and the agency moved 20 miles eastward to its present location. During the years 1890-1891 a day school was conducted at the Agency while the Boarding School plant was under construction. This was discontinued July 1, 1891, and the Boarding School opened the following September.

The original plant consisted of two brick buildings for school and dormitory purposes, with smaller out-buildings for laundry, coal houses, etc., the capacity being 80 pupils. Additions have since been made consisting of a school building, employes quarters barns, etc., and the capacity increased to 120 pupils. All Indian children on the reservation between the ages of 5 and 18 who are not physically disqualified are admitted. The enrollment for the year ending June 30, 1902, was 131, and the average attendance for the same time 108 4-5. The general health of the pupils and employes has been good. The Agency Physician visits the school daily to give medical aid and attention to the sanitary affairs of the school.

The course of study for Indian schools lays particular stress on Industrial Education, such as will better the condition of the future Indian with a view to making him a self-supporting citizen of his native land by following civilized instead of savage pursuits.

All pupils spend half their school day in manual training, work hours being from 7:30 to 11:30 A. M. and from 1 to 5 P. M. School hours are the same as in other public schools except that the noontime is two hours instead of one, the other hour being made up by evening exercises. The literary work in this school goes through

FORT BELKNAP SCHOOL, HARLEM, MONTANA

the fourth grade only. Much attention is given to the English language work as very few of our pupils can speak any English on entering school.

The manual training for the boys consists of practical work and instruction in farming, gardening and stock-raising, with elementary work in shoe and harness making, carpentry, engineering, painting, general repairing and all forms of ranch work. The manual training for girls includes the practical work and instruction in the kitchen, bakery, dining-room, sewing-room, laundry and all work incidental to general house-keeping such as the care of clothing, dormitories, sitting-room, lavatories, etc. Boys and girls each care for their own quarters under the direction of their Matrons.

Evening exercises are held each evening, except Saturdays for all pupils above the primary grades. These exercises consist of instruction in note-reading and chorus singing, drawing, military and calisthenic drills, lectures and one evening each week is devoted to socials in which boys and girls mingle in social games and amusements. In addition to the above the girls have classes twice each week in fancy work, learning embroidery, lace and drawn work, and other kinds of needle work also the making of baskets, shopping bags, etc. The articles thus manufactured are sold to purchase more material for the classes.

Entertainments are given at the close of the year and at the different holidays. Sunday School is held every week and a song service on Sunday evening. Sunday School and Church Missionaries visit us occasionally.

Following is the present force of school employes:—

Bert R. Betz, Superintendent.
Phoebe A. Thomas, Matron.
Ella H. Gilmore, Teacher.
Mary M. Dodge, Teacher.
Ira R. Bamber, Industrial Teacher.
Marie F. Wilda, Ass't Matron.
Matilda E. Roethler, Cook.
Mrs. Vinson, Laundress.
Rachel Thornber, Seamstress.
Alpheus D. Dodge, Engineer.
Richard Hyland, Carpenter, (Irregular.)
Jos. L. Savage, Night Watchman.
Mrs. Stuart, Mess Cook.

I have the honor to remain, sir,

Yours respectfully,

BERT R. BETZ,

Superintendent.

ADDRESS.

Delivered by W. W. Welch, State Teachers' Association, Missoula, Dec. 1901.

Mr. President. Ladies and Gentlemen of the State Teachers' Association.

Whenever a change of the executive or administrative officers occurs in any department of the worlds activities, there generally follows a ripple of some indefinable feeling in the minds of those directly interested. It may be a feeling of anxiety, curiosity, distrust or suspicion. It matters not which, for a condition of unrest is usually produced, and the more responsible the office the more pronounced is the feeling in question.

In such cases the new incumbent is always subjected to a searching examination in the minds of others, though he may sometimes seem unconscious of it. He is at once carefully and thoroughly "sized up" and an impression is soon made, either right or wrong.

A conclusion is reached in a brief period which is sometimes hard to change by future intimate acquaintance; this is often unfortunate for all concerned. The condition is akin to a strange teacher's first entrance to a school-room. The pupils are at once on the alert to discover what kind of a chief has come to reign over them. Their curiosity is at once keenly excited, and it is more keenly aroused because there is always a tinge of anxiety in it. Every look and every word is carefully diagnosed, for I need not tell you what sharp observers children generally are on such occasions. They watch and wait eagerly for an announcement of the policy of the new teacher, in the hope of discovering whether it will be radical or conservative, kind or severe, repellant or attractive and in harmony with their peculiar views.

The superintendent's advent into office is not unlike that of the timid and untried teacher. The head of the department of public instruction of this great State, meeting for the first time in his official capacity the assembled teachers of the State, the members of this grand association which for years has shed luster on the cause of education, is desirious of being fraternally measured and to establish at once the closest relations of mutual friendship and confidence that is possible.

It is gratifying to know that his distinguished predecessors have made that task less difficult by the success they have achieved

in bringing the official department and the great body of teachers close together on the common ground of mutual confidence in motives and in sincere and earnest devotion to the general interests of our noble profession. Their well-merited popularity rests on this immovable basis. My wish is to continue such relations between the office of the school department and its teaching corps and to strengthen them with new bonds of fraternal feeling.

Since I entered the office I have been frequently asked what my policy would be. In answer to such questions my reply has been, simply to do my duty. The governing principles of all my official actions will be to do my duty on the line of straight and impartial administration. Beyond that one essential feature of public service I have no official desires or aims.

Everything is included in that one expression—to do my duty to the State, whose servant I am. I feel highly gratified and greatly honored to stand in the midst of such a distinguished body.

When I look upon the earnest, intelligent faces in this great assemblage of co-workers in the broad field of educational work, I am encouraged to ask to be admitted to your friendship and confidence and to be bound to your association by ties of mutual interests. Every business industry, all branches of trade, every profession, every calling of life is benefitted by frequent conferences and conventions. Reunions of those engaged in the world's activities have become important factors in the restless and progressive spirit of American life. They are periods of healthful, instructive consultation, furnishing opportunities for the interchange of thought and comparisos of methods and views.

On the broad sea of human endeavor, it is frequently necessary to take our bearings and ascertain whether we are following the right course or are steering wildly and aimlessly the unexplored future of human progress. These conventions are the store houses from which common treasury are obtained new ideas, broader and enriched thought and the partakers of the benefits return to their respective labors prepared to improve on what they have seen and heard.

Thus the influence of an annual reunion of the teaching corpse of the state is felt throughout its metes and bounds, and its power made known by fresh advancement, larger strides of progress, and the development of new and improved methods. It is to such meetings that we may look to a great extent for the wonderful

progress of our country in every branch of mental and physical activity. An inspiring spectacle is presented by this convention in which over 1500 teachers of the Treasure State are speaking through their representatives to the people, and discussing questions appertaining to their noble calling. Each member may be likened to a gardener, under whose skilled hands and fostering care spring up tender buds of intellectual promise to blossom and grow in beauty and fragrance in the broad garden of educational development.

No horticultural exhibit was ever superior to one of this character, as the flowers of the mind far excel in charm, variety and richness the most beautiful handiwork of dumb nature. The uplifting and refining influence of such a body on the character and manners of the community cannot be overestimated, and that influence must increase and multiply a hundred fold in the future as education extends her domain.

The teachers' influence is that quiet, unobtrusive force which leads minds to obey it unconsciously as if they were following their own bent, casting a halo of light about them, enabling them to walk the dark paths of life's journey with confidence and with an unfaltering step.

To enlarge the sphere of that influence should be the governing methods of these deliberations.

It is a grand mission and one that cannot fail to inspire the heart of every member with a sense of its purpose and quicken its impulses with greater ardor and redoubled zeal.

I trust that ere a few more years of this association is past, its forces will have garnered a fruitful harvest of success beyond even the most sanguine expectations of its most hopeful members.

Let our motto be onward and upward. Let us strive to work in harmony that we may more nearly accomplish our great mission.

Let it be the aim of the teachers of Montana to make these meetings profitable as well as pleasant by making them instructive and harmonious in purpose. Interchange of views tends to enlarge the scope of the mind to correct false notions and provide for many deficiences of which we may have been unconscious, for our educational stock is never complete, even after the most exhaustive effort.

In the minds of thinking people the idea prevails that the higher the rank of intelligence the more keenly it appreciates how little

of the limitless fields of educations have been successfully traversed.

One of the most profound thinkers and philosophers of the age has recorded the following truth in eloquent terms: "The whole difference between a man of genius and otehr men is that the first remains a child, seeing with the large eyes of children in perpetual wonder, not conscious of much knowledge, conscious rather of infinite ignorance and yet infinite power; a fountain of eternal admiration, delight and creative force within him, meeting the ocean of visible and governable things around him."

A convention like this not only brings about a plentiful distribution of knowledge of things appertaining to the profession, but it leads to new discoveries and stimulates to fresh progress.

It enables all who take part in its exercises to subject themselves to the process of self-examination so useful, nay necessary, for success in life.

It has been frequently said that the more readily we admit the possibility of our own cherished conditions being mixed with error, the more vital and healthful will become whatever is right within them.

In the exercise of deliberate and fair discussion, the members of this association will be mentally invigorated where they may have long felt weak and undecided.

Apart from the widely extended sphere in which the influence of this body is felt, there is much to congratulate it upon in the direction of mutual improvement and personal benefit to its members. We all have good reason to be proud of the deep interest our state takes in the cause of education, and the prompt, cheerful response it makes to ever call upon it for aid.

There have been times, when needed and looked for legislation was withheld, and it has been the fashion to characterize such delays as evidences of negligence or hostility on the part of the legislature towards public education.

Such a conclusion is unfair and unjust. I doubt if there could be found a member in either house of the legislature in late years who has not been deeply impressed with the value and necessity of doing everything within his power to advance the interests of public education.

It is not strange that in the rush and bustle of legislation that many excellent measures should fall by the way, without being especially considerate, and educational ones cannot be expected to

escape from the fate of the common lot. We should not then rebel and charge legislators with neglect.

We should take such disappointments calmly and philosophically and look forward confidently to some future year, knowing that legislators come and go but the cause of educational work is constant.

The state department of public instruction, a legislative creation, is an eloquent example of the earnestness of the state in the sacred cause.

Everything that liberality, hospitality, efficiency, and unceasing attention to the interest of that cause can effect has been put forth unreservedly by the State.

In this one respect the devotion, the single-minded and unstinted support the cause has received, would entitle Montana to the proud name of Treasure State. This is the age of progress, yet it is largely checkered with an epidemic of fads and quackery.

We are confronted by their authors and desciples at every turn. Every age has had a brood of them, but the present one appears to be afflicted beyond former records. Fads seem to enter into every artery of public and private life and the quacks by their impudence, make legitimate and worthy practitioners swell with a tinge of sympathy and charity for either their insolence or ignorance, or both.

There are fads in the educational fields, dressed in very attractive guise and put forward with an assurance that is hoped to supply their inherent defects. They are like the patent medicines of the charlatan who writes "Doctor" before his name, and affects to despise the recognized beaten path of the profession, mainly because he is unable to find it. Away back in primitive school days, much attention was given to what was then considered one of the great ailments of the tender mind, but a universal panacea has been found in the invention of "Words made easy." Some one has been still more ambitious than simply to show how words are made easy by offering a plan of making every boy in a short time an LL.D. or "college scholarship made easy."

At times we seem to have a pestilence of methods which threaten to sweep away in their rush all that is sane and substantial in the legitimate processes of education. Each patentee of some new method will attempt to demonstrate to you in about ten minutes

that all has been wrong thus far in school systems, and that his new patent will produce a magical effect like unto touching an electric button when instantly a messenger boy appears, or an ambulance comes thundering along at break-neck speed. You press the button supplied by one of these magic methods, and behold the stupid pupil at once opens his eyes and is expected to suddenly grasp a certain "Educational problem" that was before as difficult as the Chinese alphabet. The dull mind is brightened like magic and the closed gates swing open to admit at once a whole cargo of love instead of being developed by the process or steady growth by assimilation.

Do we believe in these spasmodic ideas? No; we believe in methods which have been tried and found good. We do not believe that we have been intellectually sick for the last century and have been prescribing for ourselves and our pupils in the wrong way all this time. We do not believe that there is any wonderful elixir or receipt for teaching that will make it as easy as typewriting or bicycling.

We believe that no teacher can do good service without constant hard work and that no child mind can develop without time and opportunity. The child-mind must have both time and opportunity for development. The time must be ample and the opportunity such as the child-mind can grasp. There must be method fitted to the time and to the mind; for the method is a part of the opportunity.

Falling down stairs head first is the "Natural method" with the crawling babe or the child just beginning to walk. But that natural method does not teach the child how to go down stairs. The little boy or girl of three or four plays at writing a letter to papa or mamma, and with a pencil draws meaningless scrawls on a sheet of paper. That is amusement for the child. But will those meaningless scrawls ever develop into legibility without painstaking efforts to form letters correctly?

The child soon learns that one apple and one apple are two apples. We take no account of when that knowledge was acquired. But let the child go on with this natural method, and how old will it be before by this natural method it will know that nine and nine are eighteen and nine times nine is eighty-one?

The same kind of so-called natural methods that will build a solid educational foundation for a child should be just the method for teaching a profession to an adult; and we should see the

law schools abolishing Blackstone and Coke and Kent and all other text books. We should see students of architecture taught by a natural method, and students of civil, electrical and other kinds of engineering taught in the same way. But we do not see anything of the kind.

Surely this natural method should be applicable to the study of natural sciences, chemistry, botany and physiology and anatomy, for example. Yet the best schools still use the old-fogy methods. Instead of being easier, the study of medicine is now harder than ever before; instead of being play, the study of chemistry in the professional schools is harder than before because there is more to be learned and because methods are improved. A boy can make a rabbit trap by a natural method, but no carpenter ever learned how to build and superintend the building of a house by such a method.

It is said sometimes that we can't improve our nature. If that is true, what is the object of education? For three centuries we have been using the "natural methods of building roads in this country; and we have the worst roads of any civilized country on earth.

Everyone knows what becomes of the orchard of the man who allows the trees to follow the "natural method." The orchardist who knows his business trains his trees so that they will bear most fruit without breaking down.

The natural method of getting water to the top of the hill is to carry it up in buckets. We have found a better way; and the man who builds the pumping station and the man who built the pumps and the engineer who made the surveys and the specifications—did they learn their art by a natural method?

Have we found a royal road to education and knowledge? Or have we got into the wilderness and imagine we are on a great highway? Do men traversing a new country follow old guides or amateur guides?

Wide is the gulf that separates the highest type of the savage mind from the highest type of the civilized mind. What makes that gulf? Nothing except the arrested development of the savage mind at a certain age. Just at the time the bright young savage mind should have been taken in hand and trained by man's artifice it stopped growing because there was nothing to feed it, nothing to expand it, nothing to make it THINK. Taken at the proper time, at the kindergarten age, and carried gradually along the

lines that produce an Audubon, a Herbert Spencer, a Gladstone, a Morse or an Edison, a Jefferson, or a Webster, there is no reason on earth why the mind of the young savage should not expand into a master mind.

Yet is not the savage mind developed on entirely natural lines? What is the essential differences between the savage and the civilized state? THOUGHT-THINKING MINDS, THINKING MEN AND WOMEN. "I mix my paints with brains," said a great painter when asked how he mixed his paints, the questioner supposing that he had some secret and royal method of mixing that explained the superiority of his pictures. Just so, we must mix our teaching with brains and we must see that the pupils mix their studying with brains. There must be brain work by the director, and there must be brain work by the directed. Men may acquire riches by taking what others earn, but knowledge cannot be acquired in this way.

The difference between the educated and the uneducated may be compared to that between a sod house or "shack" and a thoroughly modern house. The first needs no foundation. The modern house needs a foundation. Do the builders of that foundation "play" while they are laying it? Do they toss the stones in by a natural method; did they learn by a natural method how to build a sure foundation for the house? Of course not. Would you wish your child to live in a brick or stone or frame house whose foundation had been built by a "natural method," by persons who merely played while building it?

Yet the building of citizens for a civilized country is just as important as the building of houses that will not fall down. And after all, what is our school education but the laying of the foundation for the house for the civilized, useful citizen, who will not fall down as soon as he goes out of school and into the world's use? The education of the child is not the building of a complete house; it is merely the laying of the foundation. The adult must build his own house on the foundation laid in school. The adult —the child of larger growth—must have something behind, something that he cannot go back and get, in order to be most useful to himself and the State. It is our business to build a safe and strong foundation.

You will notice that some architects put Jimcracks on the sides or tops of the houses they build; but you never see an architect putting Jim-cracks in a foundation.

There is another view: If we give a child the belief that knowledge may be acquired by a natural method involving all play and no work, will it not certainly come to believe that the necessaries and comforts of life may be got in the same way? For if there is a workless way of acquiring knowledge, then why not a workless way of getting a living? I need not give a name to a citizen with such an idea. You know the name. If a boy find in his pocket a five-dollar note every morning until he is sixteen years old, what will he learn to expect, what will he know of the value of money? If you permit him to go without washing his face and hands until he is sixteen, what will be his habits. If you give him a new suit of clothes every time he tears his trousers or gets a spot on his coat until he is twenty years old, what will he expect? He will think that is the natural method. And what will he be at forty years of age?

With all due respect for inventive genius we are not prepared to adopt haphazard all of the devices offered us. With the best methods in use we must not forget that very little good can be accomplished without skilled hard work. Still vast improvements have been made in methods and systems, but none has yet been devised that will do good work without the guiding hand of a faithful, skillful and energetic teacher; hence we must conclude from the educational standard of our state that we have an army of them.

The progress of our educational system may fairly be regarded as one of the most striking and remarkable features of the history of the state. It has kept pace steadily with our wonderful commercial and industrial advance. There has been no halt, no stay but a steady pressing forward with redoubled zeal each succeeding year. We have learned to have a quick realization of needed changes of conditions; have made an intelligent utilization of tried and improved methods; have always been alert in response to every new transformation of the world's intellectual needs, as it were, and with unremitting vigilance over the sacred trusts for which educators are responsible we have never ceased from our efforts to make education still more general and efficient.

It is a grand work to contemplate, embracing a field that has already been traversed in all directions and which teems with expending bloom and rich crops for the educational harvesters.

It is a sweet yet bewildering theme of contemplation for the thoughtful, as the vista of the still broader expanse for intellectual

opportunities opens up a horizon far beyond the present in which we are still to labor and make more fruitful than that which lies behind us. The earnest body of laborers in this broad field of educational progress are causing their influence to be felt each succeeding year as is shown by the new impetus it has given to the cause to which it is devoted.

Let us hope that the present meeting will produce equally rich results as those of the past, and that we may go from here strengthened, encouraged, edified and freshly munitioned for resuming anew the great battle before us. We have already good reasons to expect that this convention will have such desired results.

We should bear in mind that the arena of educational endeavor is never free from contest. New problems are ever presenting themselves which it is our duty to solve, sometimes as antagonists which it is our duty to conquer. The world's progress, never so rapid and marvelous as in our time, increases educational needs and calls for redoubled efforts on the part of educators. We cannot stand still on the line of duty; we cannot rest supinely on the methods and agencies of the past, however valuable and practiacl they may have been in their day. The age calls for progress in every walk of life, and in none more than in that of education. Individual endeavor, be it ever so earnest and skillful, cannot hope to effect but little of that which harmonious work can do. The sense of individual weakness and inability to surmount the trials and dangers of the field of battle quickly disappears from the soldier's mind when he takes his place in the ranks and glances down the long line of resolute faces beside him, awaiting the signal for the onset.

So, any of us here today, should our hearts sink at the contemplation of the difficulties that encumber our pathway of duty, will be supremely encouraged and cheered by the presence of so many zealous and undaunted fellow workers.

Harmonious gatherings of this kind are the brightest illustrations of the motto "In union there is strength."

Let our actions ever witness the truth of this motto, for our task is great, and more difficult because our State, of which we are proud, is foremost in the ranks of educational matters in the Northwest.

We must continue to lead, not follow. The pride of holding such a position is of itself a tower of strength, and an incentive to maintain it against all competitors. We must fortify our lines

in every direction. Among the many means of strengthening our position and of preparing ourselves for retaining it in my opinion, is through a change of our present institute laws.

The development and progress of institute instruction in this state should form a most cardinal feature in our system.

The possibilities of institute work are unlimited. There is always ample room for improvement and advancement in every branch of our work, and it is only by zealous and intelligent co-operation that material progress may be made.

The institute serves to keep the teacher on the right road of progress and broadens his ideas. If properly revised, it would prevent him from getting into deep ruts, would enable him to keep abreast of the times, and afford him opportunities to become acquainted with new and improved methods. The interchange of thought strengthens and improves the thoughtful and the attentive in whatever field of labor he may be employed, but in none more than in that of teaching. Freedom of discussion of pertinent questions should prevail, and a liberal interchange of views should be encouraged. Practical instruction should lead in the work, and theory should take its proper place. It should not be forgotten that institute work, to be effective and successful, must be of that sort that will be most helpful to teachers in the school room.

I have no liking for any theory in educational work which has not a practical basis—that cannot be put into operation in the daily routine.

Time is money, and our age is a practical one, and the prevailing spirit is, and should be, to subject every theory to the test of practical use.

Mystification should be supplanted by enlightment in all departments of educational forces. The test of practicability should be the governing principle of institute work.

I believe in practical ideas and methods in everything connected with business transactions.

A reform in the institute laws is the only way by which we may command the respect of the taxpayers of Montana, and that we, as teachers may make steady, useful and effective progress. I desire to see the department of institute instruction made more useful than it has been in the past. I will detain you but a few moments longer. As I have said before, I have no policy except to do my duty; no plans, except to labor as best I can for the interests of education, no greater ambition than that of securing the friend-

ship and confidence of every educator with whom I may be associated. I ask that such mutual confidence may be established between us that there can never be room for distrust or cross purposes.

We are all fellow laborers in a great cause, and so long as we are animated by the right spirit with the resolution to perform our duties faithfully and with perfect unanimity, so long shall we be successful and reap a rich harvest. My policy is to treat every co-worker in friendly spirit and with unremitting encouragement, while a disposition is shown for faithful performance of duty.

It is by harmony and fellow feeling working towards a common end that great results are achieved. Nowhere has this truth been so vividly illustrated as in the broad arena of education.

It is my earnest hope then that this, our first meeting, will be but the beginning of a close and lasting friendship, and that when we shall have become more thoroughly acquainted you will discover at least a sincere co-laborer, who asks your confidence and good will, and that you will receive cordially into the ranks of your friends the new superintendent, and make him a participant in all your delightful reunions.

THE RELATION OF COLLEGE AND HIGH SCHOOL.

Dr. O. J. Craig.

"The relation of the High School to the college can only be found by an examination of the history, purposes and functions of each institution. If from this examination it appears that they have had a common origin, have developed along the same lines, that their functions are similar and that their purposes are in common, then we must conclude that they are, or at least ought to be closely allied and must work together in harmony. If, on the other hand, we do not find any common history, common purposes and common functions, we must conclude that each one must seek that line of development that will best meet its own conditions and its own needs.

"Our American institutions, political and educational, are a development. Politically we started in our colonial life with a close union of church and state. We have developed a complete separation of church and state. We started in our educational life with colleges as well as secondary and primary schools under ecclesiast-

ical control, but we are developing a system of state universities and public high schools that are entirely divorced from clerical or ecclesiastical management.

"Throughout this whole period of development it can be shown that the college and the institution for secondary education, whether it be called grammar school, academy or high school, have developed along the same lines and have kept in touch with each other.

"In 1636 the general court of Massachusetts voted the sum of 400 pounds 'toward a school of college.' The result was the founding of Harvard university.

"Eleven years later we have the first beginnings of the modern high school, when it was ordered 'that where any town shall increase to the number of 100 families or householders they shall set up a grammar school, the master thereof being able to instructs youths so far that they may be fitted for the university, provided, that if any town neglect the performance hereof above two years then every such town shall pay 5 pounds to the next school till they shall perform this order.'

"So that in the order of development we find first the college, then the school that preares for it.

"In his Magnalia, Mather says, 'when scholars had so profited at the grammar schools that they could read any classical author into English readily and speak true Latin and write it in verse as well as in prose, and perfectly decline the paradigms of nouns and verbs in the Greek tongue, they were judged capable of admission to Harvard College.'

"At that time the Greek and Latin were regarded as the two most important studies of the college course, and hence we find the same work emphasized in the preparatory school, which is the grammar school.

"In Connecticut, Yale college was established in 1700, and only one year later it was ordered that four grammar schools be established, one in each of the four principal county towns.

"These were intended as feeders for the new college that had been started. and had courses of study making direct preparation for the work to be done in it.

"There are some people who believe that the founders of our school systems only contemplated a primary school, where the mere rudiments of an education might be obtained. These people hold that the high school and the college were not intended

to be a part of public education and should not be supported at public expense.

"If the facts just recited concerning the beginnings of public education in America are not a sufficient answer to this erroneous view, it can be further shown that before the American revolution there was no system of public schools outside of New England. Various colonies, however, made provision for higher and also for secondary education.

"The first free primary school of Boston was established in 1819. The common school system of Pennsylvania was not established until 1834 and the state of New York had a rate bill in the common schools until 1857. Higher education had been provided, for all agreed that it was proper to provide superior training at public expense.

"The American plan would open the doors of opportunity and of knowledge to all, irrespective of conditions of birth, age or sex. Every state institution throws open wide its doors to all her children, girls as well as boys, the poor as well as the rich.

"In connection with the development of secondary schools mention should be made of the academy. It took its rise about the close of the revolution. It differed from the grammar school in two important respects. First, by their establishment they did not confer any legal advantage on the towns and cities where they were located; second, their courses of study offered what might be called a finishing rather than a fitting course.

"At the beginning these schools were founded principally by endowment, but later were supported by tuition fees. Generally their patronage depended largely on the popularity of the instructor in charge.

"As the country became more densely populated these academies have given way to the town and city high schools. Some of these still survive but their character is greatly changed. Some have grown into denominational colleges while others have been made preparatory schools.

"Aside from the general tendency of public opinion toward the public school, one reason for their decadence may be found in their not emphasizing sufficiently the work of preparation for the college.

"The day when the private academy will exert any great influence in American secondary education is fast passing away.

"The founders of our government differed on many things, but on one principal all were agreed, namely, that the institutions of a republic demanded educated citizenship.

"The words of Washington are: 'In proportion as the structure of a government gives force to public opinion it is necessary that public opinion should be enlightened.'

"Jefferson is no less explicit when he says, 'The diffusion of light and education are the resources most to be relied on for ameliorating the condition, promoting the virtue and advancing the happiness of man.'

"Chancellor Kent's opinion was: 'The parent who sends his son into the world uneducated defrauds the community of a useful citizen and bequeaths it a nuisance.'

"The academy did not reach the mass of the people; it was not controlled by the people, and hence we find the old grammar school revived, but under the title of the high school.

"Massachusetts is, I believe, the only state that by law compels the organization of high schools, but the most of the states are giving encouragement to their high schools.

"Fully one half of the state constitutions make some mention of the high school and its work.

"The pupils of the high school are drawn from all classes. The laboring class are in a large majority, but this is because this class predominates in all of our cities and towns.

"The school is democratic in its influence and becomes a great leveler.

"The college is of the same order. It is democratic in all of its tendencies. President Charles F. Thwing in a recent article in the North American Review very justly says:

" 'The principles dominant in the college are principles of our common citizenship. It is not wealth, nor birth, nor prestige, nor family which opens the doors of the college; but it is the simple desire to use the facilities offered by the college for the enlargement and enrichment of character and of life. The college finds its best conditions in a dmocratic community. But the college in turn tends to develop democracy in the community. The American college is the creation of the democratic commonwealth. The American college in turn tends to make the democratic commonwealth yet more democratic.

"The late President Anderson in his inaugral address said:

"'Universities everywhere have been the nurseries of equality. The single fact that for centuries their endowments gave to the sons of the poor their only available opportunity to measure their strength with the rich and noble on equal terms, shows that they have had more influence in giving man a superiority over his accidents than any institution except the Chrstian church. Universties have been the especal benefactors of the poor.'

"We believe that accurate statistics would show that more than two-thirds of the students who in our country have gone through a course of collegiate education have been the sons of men in comparative poverty. To these has the main benefit of the university endowments inured. These conditions alone have prevented the monopoly of education by the rich.' Here again, then, we see that the tendency of the high school and the university is the same. Both reach the same classes of people and both have the same democratic tendencies.

"The purpose of the high school training and the college training is the same. The end sought by each is scholarship, discipline and culture. The measure of this training is in the amount of power that results to the individual.

"They seek their culture by substantially the same curricula and the same methods. This will become the more evident when we attend to the fact that the high school courses in our best schools have followed the evolution of the college courses of study.

"It was not until the college had led the way that scientific courses were introduced into the high schools. It was not until the college began to recognize the value of the study of history and literature that these subjects began to be emphasized by the secondary and primary schools. And now that politics and economics are coming into the college for their rightful share of attention our secondary schools are turning attention in the same direction.

"This is not at all surprising when we take note of the number of our high school teachers who are of college training and the number of matriculants in the college who come from the high schools.

"In a new state like ours, where the educational system is in the formative period, and where so many are still patronizing Eastern colleges, it is not possible to present any tables that would be of value in discussing this question.

"We must of necessity examine the condition in older settled communities.

"I have been very much interested in an investigation that has been carried on by Superintendent Charles H. Douglass of Keene, N. H., and reported in the Educational Review under the title 'Status of the High School in New England.'

"Of students living in New England and admitted to New England colleges over 60 per cent are fully prepared in the public high schools. Of the teachers in cities and towns of not fewer than 3,000 inhabitants 56 per cent of the teachers are college graduates and 21 per cent are of high school or normal training.

"When considering these figures it must be remembered that in New England the strongest academies and private schools are also found, such as Exeter and Andover.

"There are only four cities in New England that provide a separate school for those preparing for college, and in three of these numbers made a revision necessary and this was taken as a convenient basis for a division.

"In view of these facts it is not surprising that there is a close alliance between the New England high school and the New England college.

"Statistics from the Middle Atlantic and the Mississippi valley states will reveal the same intimate relation between the high school and the college.

"While there are some discordant views the general trend of opinion is that the preparatory departments of the colleges should be done away with just as soon as the high schools are numerous enough and strong enough to meet the needs of the people for secondary education.

"There are still some who do not seem to understand the function and purpose of higher education. They do not seem to realize that education is a growth—that the measure of education is the power of the individual. They would substitute for this power certain acquisitions, acquisitions that it is supposed will prove short cuts to success in life. It is this superficial view of education that sometimes tends to make the high school course a finishing course rather than a fitting course.

"It is argued that there are many who will not advance beyond the High school. This is true, and it is also true that there are many who will not advance beyond the third grade in the pri-

mary school. But because this is true the continuity of the course is not broken to accommodate those who may quit their school work at this point. I will not say that the number who fall out in the different stages should not be heeded. That course is the best that best prepares for higher work and at the same time leaves the pupil in the best possible condition if the course can be pursued no farther. The same principles are just as true when applied to leaving the eighth grade or the twelfth.

"President Baker of the University of Colorado very justly says: 'Many colleges are now doing much to increase laboratory in the high schools, cultivate the spirit of investigation to limit the number of subjects and secure good results. In Colorado the principle is generally recognized that a good preparatory education is also a good general education, and that every high school is therefore, a preparatory school.'

"The attitude of the teachers of the high school has much to do with the number from that high school that seek higher education. If the student is lead to believe that the training of the high school is all that is needed for business life, that a college education is an ornament rather than a necessity for the highest success, there is little probability that the student will advance beyond the high school.

"The following recent utterance of William T. Harris is well worthy of thoughtful consideration:

" 'The high school aspires to be a sort of finishing school and its teachers do not keep before their pupils the desirability of entering college after graduating from it. In consequence of this, the senior year of the high school is inferior in its educative influence to the other years. In the preparatory school the senior year is by all means the most valuable in its effects, because there exists a strong tension of effort to prepare oneself to pass the examinations for college. It would be a great advantage to the pupils of our high schools if each one was required to choose, at the beginning of the senior year, some college, whose entrance examinations they were to pass, as a condition of receiving the diploma of the high school. They need not, of course, enter the college, but their efforts during the year to qualify themeslves to do so would be very salutary. Moreover, the teachers of the high school would be compelled to study carefully the college demands, in order to prepare their pupils to meet them. They would investigate the methods of higher education, and would be set in the way of grow-

ing themselves. The effect of such an arrangement would be to increase four-fold the number of pupils from our high schools that enter college. Comparatively few of the pupils, in selecting the college whose examination they would take would expect to go beyond the high school; but as their interest in the preparation increased, their thoughts would naturally dwell on the college course, and when finally they had passed the entrance examinations, pupils and parents would, in numerous instances, resolve that the college course should be undertaken. This arrangement would improve the educative quality of high school work and, at the same time, would largely increase the number of college-educated men in all our cities and towns.

"In a paper read before the Montana State Teachers' Association I urged the necessity of establishing close relations between the high schools of Montana and the institutions for higher education. The association was so kind as to endorse the position I took by calling attention to it in one of the resolutions.

"Feeling encouraged by the cordial support that had been given me, I brought the matter before the state board of education. At a meeting held June 1, 1896, the following action was taken:

" 'First—Candidates seeking admission to any of the regular courses in any state educational institutions must be at least 16 years of age and must possess a good moral character and good bodily health.

" 'Second—Accredited Schools.—Any high school or academy whose course of instruction covers the branches requisite for admission to one or more of the courses of any state educational institution may be admitted to its accredited list of preparatory schools, after a satisfactory examination by a committee appointed by the state board of education. Application for such examination may be made by any school board to the secretary of the state board of education, whereupon a committee appointed by the state board of education will examine the course of study and methods of instruction of the school, and on the committee's favorable recommendation and the concurrence of the state board of education, it will be entered upon the accredited list of the state educational institution for which it applied. Any graduate of such an approved school will be received by the president of the state edauctional institution wherein said graduate is entitled to enter, on presentation of proper diploma and certificate from the su-

perintendent of said school, into any of the courses of said institution for which said graduate has been fitted.

" 'Students of an accredited school who are not graduates must expect examinations as other candidates.

" 'A school once entered upon the accredited list will remain there until its administration is changed, or until notice is given by the state board of education of unsatisfactory results. Upon a change of administration application for continuation upon the list, if desired, must be made. If the work of the principal coming into charge has been recently examined in connection with some other school a new examination may not be required, but such examination should in all cases be invited.

" 'Annual reports will be asked for by the state board of education from all accredited schools.'

"This action of the board is simply the initial step. It recognizes the conditions that exist in our state to-day. Montana is a state of magnificent distances. A very large proportion of our population is found in cities and towns. In many of these cities and towns high schools either have been established or are in the formative period.

"In this movement we cordially invite and urge the co-operation of all those institutions that are not under the state control as well as those that are.

"We need to thoroughly organize and unify the educational interests of the state. Our interests are one, whether under state control or not. Each part, whether primary, secondary or higher, is supplemental of the others.

"In order to accomplish this unification we must have a uniform requirement in primary work, whether in the city or in the country school. There must be uniformity in the standard of admission to the high school from the grammar grades. And there must be a uniformity in the entrance requirements to the collegiate departments of higher institutions.

"The commonwealth of Montana is indeed fortunate for situation. Snow-capped mountains look down on valley clothed with verdure and crowned with flowers. Streams of the brightest, purest water leap down these mountain sides. Bright sunlight over all sheds a glory that cannot be equalled elsewhere. No wonder that the state, although one of the youngest in the union, is taking the front rank in educational matters and setting a good example for some of her older sisters.

"The land grants for educational purposes are munificent and could only have been planned by a freedom-loving people. As the years pass by and the mountain state becomes more densely populated and her resources developed, may her educational movement and contribute its share to the advancement and well being of the people.

"The educational system of Montana must prosper."

"LET THE CHILDREN HAVE LIGHT."

Address to the graduates of the State Normal School, Dillon, Montana, June 12, 1902, by W. G. Eggleston, editor of The Press, Helena, Montana:

In suggesting that I speak to you on a topic "in some way related to the subject of education," your board was kind enough to throw open to me the whole universe of information and misinformation; for there is no subject within the range of human knowledge, thought or speculation that is not related to the subject of education.

When I think of the purposes of this institution, of the work you have selected for your life-work and of the limitless field before you for doing good, I believe you have chosen the better, though a hard and bitter part it may be. I believe that because every year adds to the conviction that I, like millions of others, am a victim of poor teachers; of professional teachers who didn't know how to teach. There were exceptions, but they stand out in the landscape of my memory like water courses in the Bad Lands. I say my teachers were poor teachers because they did not interest me; they did not awaken in me an interest in the books and subjects they professed to teach. They did not awaken ambition. I wanted bread and they gave me sage brush; I wanted milk and they gave me alkali water. They took no interest in me. How could I take an interest in them or in what they imagined they were teaching?

Taskmasters Are Not Teachers.

They were not teachers, but taskmakers; and my task was to "learn lessons." I never think of them without regret that the young and most impressionable years of my life were but little more than a sentence of mental servitude. I never think of them without praying that the school years of my children may be what

mine were not. Not until I began to study a profession did I take any real interest in books except in those that I did not have to study.

I tell you this because it is pertinent to the subject I have chosen for this evening, which is: "Let the Children Have Light." I have not come here to instruct you, but to call your attention to some things that you can see for yourselves. I have come to plead for the children who will be under your care; for whose character and usefulness as citizens you will have a measure of responsibility that no one can share with you. My plea is all the more earnest because I have children of my own, who will never know the possibilities of the school years until those years are no more; and it will be too late, when those years are past, to fill the gaps and remove the unsightly scars due to the fact that the teacher didn't teach and did not interest the child.

Though my plea for light for the children is the more earnest because I have little ones, I speak also for the children of others. I wish that the children of others may have as good opportunities to see the light and know the truth, to grow up in light and truth, as mine can have; and I wish that mine may have the best. I do not like social handicaps. I do not like educational handicaps.

Sympathy Between Pupil and Teacher,

I believe the ideal teaching is one teacher, one pupil, with the teacher in sympathy with the pupil. The pupil cannot be out of sympathy with the teacher if the teacher know and care for and sympathize with the pupil. When I see a teacher doomed—for it is a doom—to look after 50 or 60 pupils, and 50 or 60 pupils sentenced to one teacher, I always think of the cattle round-up and the branding iron. The bright, the quick, the slow, the nervous, and the phlegmatic, the mentally halt and the intellectually blind, those full of energy and those full of inertia, those that would trot up hill and those born with brakes on, are all branded with the same iron, so that when they are turned out of the high school corral he that runs may read the monotonous and seldom truthful "O. K."

That isn't teaching. I don't know what it is, but I do know what it is not.

When I was a boy I found this nugget, among many others, in Mrs. Browning's poems:

"Do you hear the children weeping, O my brothers,
Ere the sorrow comes with years?
They are leaning their young heads against their mothers.
And that cannot stop their tears.
The young lambs are bleating in the meadows;
The young birds are chirping in the nest;
The young fawns are playing with the shadows;
The young flowers are blowing toward the west—
But the young, young children, O, my brothers,
They are weeping bitterly!
They are weeping in the playtime of the others,
In the country of the free."

Did you ever go into a greenhouse, a well-kept garden or orchard and note the care given to the plants and trees? Now go into the best public school and note the far less care given to the children. Go again to a well-kept stock farm and note the fatherly and motherly care given to lambs and calves and chickens. A visitor from another planet would think that potatoes and calves and lambs were worth $2 a pennyweight, but that children are hardly marketable at 10 cents a ton. Topsy, who didn't grow but just "fotched up," was not a rare exception. There are several million Topsies in our country, and not all of them are girls, nor are the majority of them of a dark race.

Crimes Against the Children.

If education does not make good citizens of the children, then education is a failure. To my mind there is no nobler calling than that of teaching children. The calling of the teacher is first as regards the good that may be done to the state, to the nation, to humanity. But why have public schools for all the children and deny school advantages to some children? It is not only a crime against helpless children, but it is a high crime against the state to deny school advantages to any child. In a New York paper of May 1, I found this paragraph.

"Over in New Jersey nearly 6,000 children of school age are not in school. Most of them are boys and girls of tender years, and in spite of a stringent labor law that forbids it, they are at work in factories. The labor unions have taken up the case of these child slaves, who are particularly numerous in glass factories, and rightly call for the enforcement of the law on their behalf. Gov. Murphy, who has earnestly taken the matter up, makes the striking statement that in his own 25 years' experience as an employer of operatives he never once saw a factory inspector in his factory."

I have no doubt that Governor Murphy is a very good man, and this question occurs to me: If in 25 years he never saw a factory inspector in his own factory, why didn't he, as an employer and as a supposedly christian man and law-abiding citizen call public attention to the inefficiency of the factory inspectors?

We commit a crime against ourselves when we permit such a condition in our society that a child must or may go into a factory to earn its living or help earn the living of its family. We can better afford to pension the whole family than permit such a condition.

If you will look at the census returns you will find that the wage-earners in factories are divided into three classes: Men over 16 years of age; women over 16 years of age, and children under 16 years of age. How much under 16 years of age are some of these children? The census bulletins do not say. But during a recent great strike in the Pennsylvania hard coal regions the country learned that little children 7 and 8 years old were working in the coal breakers, without opportunity to go to school. The state of Pennsylvania is not only handicapping its future citizens, and thus handicapping itself, but it is committing a crime against every state in this Union when it permits such a condtion.

A little more than a year ago the killing of a little child in a New Jersey glass factory brought out the fact that children of from seven to 12 years old are employed in the glass factories and that a man can't get employment in a glass factory unless he has some little children to offer up on the altar of greed.

Contagious Social Diseases.

If that is a good condition for Pennsylvania and New Jersey, it is just as good for Montana. If it is good for the Pennsylvania and New Jersey children to work in coal breakers and glass factories, it is just as good for my children and for the children you have or may have. And if that condition continues in Pennsylvania and New Jersey it will spread to Montana, because such social evils do not abate themselves; they are as contagious as smallpox.

As I have said, the census bulletins list as one class of factory workers children under 16 years of age. A child under 16 years of age. A child under 16 years old has no business working in a factory. No person is physically, mentally and morally developed at that age; and until physical, mental and moral growth are at-

tained the future citizen should be in school, getting the foundation for the best citizenship that the individual is capable of attaining.

Recent census bulletins show that from 1890 to 1900 the wage-workers of all classes in American factories increased 25.2 per cent, but the child workers in the factories increased 39.5 per cent in the same time. The men workers increased 23.9 per cent in ten years; the women workers increased 28.4 per cent, and the child workers increased 39.5 per cent.

That is not progress; it is retrogression. It is not a standing still; it is a going backward. The world can't stand still; civilization can't stand still; society can't still; nor can the individual. There must be a positive movement forwards or backwards. It is a positive movement backward when the average for the whole country shows that child laborers in factories are increasing faster than men and women laborers.

If there were any valid reason why children should be bread-winners I would not mention this matter. If natures were so niggardly and human effort so unproductive that it required on an average the labor of every person, adult and child, to provide comforts for the average family, it would be useless to argue the matter. Some ten years ago Prof. Hertzka, an Austrian statistician, calculated that the whole civilized world could be supported in comfort with no more than 4 1-2 hours' labor a day on the part of each able-bodied adult male. That excludes the work of women and children in gainful occupations, it excludes the work of all males under 21 years of age, and it excludes the work of all invalid or crippled men over 21 years.

That calculaton, made more than 10 years ago, has never been disputed. No statistician has ever attempted to disprove the conclusions; and if 4 1-2 hours was enough ten years ago, it is a little more than enough today. Yet we find that not only are the hours of work in civilized countries more than twice 4 1-2 hours, but women and little children are working to get the bare necessaries of life.

Education Is In Politics.

"Now you are getting into politics," some one may say. No; I am not "getting into politics;" I am already in, and I'm going to stay in. I have said that the subject of education embraces the whole field of information, everything that human knowledge

touches. If some children are kept out of school it is our duty to find out why they are kept out and to remove the obstacles in their way to an education. I am willing to go into the slums to save the children, to give them the light that will make them good citizens. Why not go into politics to save them? Politics is the science of government. The science of government includes education. Education is in politics, and I wouldn't take it out if I could. What I wish to take out of politics is ignorance, and education is the only thing that will take ignorance out of politics.

A country may have a citizen who is a good citizen in spite of a lack of education; but he would be a better citizen if he had an education.

I do not believe in a citizenship of educated parrots or educated pigs. When a pig does what his trainer tells him to do we say he is an "educated pig." The educated pig doesn't think for himself; he obeys orders. An educated citizen does his own thinking. We want thinkers; and we cannot have a true republic until we have a citizenship composed of thinking men and women. We can't have a true republican nor an entirely just government until the voting is done by men and women who do their own thinking instead of having it done for them by a county, a state or a national oracle.

The United States commissioner of education says that "elementary instruction" in the schools is that course of study usually laid down for pupils from 6 to 14 years of age. More than 95 per cent of American children never get any other instruction. Less than 3 per cent of American children get "secondary instruction," which is the course laid down for pupils from 15 to 18 years; and only about one per cent gets the "higher instruction," or the course laid down for pupils from 18 to 21 years.

It may be objected that a large percentage of children either will not learn or are incapable of receiving more than a very elementary instruction. If that be true, then it is time we ceased our boasts about American intelligence. If half or even one-quarter of the 95 per cent that never get any other than elementary instruction will not learn or are incapable of learning, then we are traveling backwards at a very rapid rate.

How Many Are Born Short?

Yet how can we know whether or not children will learn or are capable of learning unless we give them the opportunity. Suppose

it is true that this child cannot or will not learn geometry, that one chemistry, another Latin, and so on, does that prove that the child can't learn anything and should be sent to a asylum for idiots or into a factory. Did you never hear of people who are 'born short?" It is the experience of almost every one that there are some things he can't do. I am not ashamed to confess that all mathematic beyond geometry—and algebra is beyond that—is utterly incomprehensible to me and that the Great Dipper is the only constellation I ever could see.

I have seen more than one man of exceptional ability who could not learn a foreign language. You have doubtless seen persons who were blind to certain colors. In the same way some persons are blind as to certain subjects. Some persons can never learn to drive a nail straight. Emerson said he was so dextrous with tools that he could split a shingle in two directions with one nail. Some educated persons never learn to tell time by the clock. Some can't tell one tune from another, and never can learn to do so.

A great many grown persons are born short, and no amount of education will remedy the deficiency. Just so, many children are born short; and the pity of it is that most teachers do not recognize that fact and do not take account of it in trying to teach those children. I say, trying to teach those children; but in too many cases the teachers are not trying to teach; they are holding the book and "hearing recitations"—which is not teaching.

A child born short in one particular may be born long in another Why not take account of this? "But the children must be kept up with their grade work," say some. Yes; just as far as the grade work can serve the purpose, but no farther. Children are not created for the grade work; the grade work was invented for the children, and not for the exceptional child. And bear in mind that the exceptional child has a right to every opportunity that it can get or that money and thought can get for it. It is a mistake to go forward in incidentals and backwards in fundamentals.

The Hand That Gets Nothing.

In a book that has recently created some sensation in Montana I find these passages:

"But the time when I was a child will never come again.

"The time of the child is a thing apart. It is the Planting and

Seedtime. It is the Beginning of things. It decides whether there shall be brightness or bitterness in the long after-years.

"Do you know why it is that I look back to the horizon at the figure of an unkempt, rough child, and why I feel a surging torrent of tears and anguish and despair?

"I shall have to miss forever some beautiful, wonderful things because of that wretched, lonely childhood.

"There will always be a lacking, a wanting—some dead branches that never grew leaves.

"It is not deaths and murders and plots and wars that make life tragedy.

"It is Nothing that makes life tragedy.

"It is day after day, and year after year, and Nothing.

"It is a sunburned little hand reached out and Nothing put into it."

But, my friends, it is more than the sunburned little hand that reaches out and gets Nothing. It is the hunger-consumed mind and soul that reach out and cry out for light and sympathy, and have Nothing put into them. Not until the hand is rough with toil, not until the mind is dwarfed and the soul is seared and bitter is there recognition of what might have been but can never be.

Having chosen the noble calling of teacher you have a right to do more than teach. You have a right to demand that every child be given an opportunity to be taught to its utmost capacity to learn. It will be your fault and mine if the least of these is deprived of that opportunity. It is your duty and mine to do everything possible to give them that opportunity. But we can never get it for them if we try to keep education out of politics.

Right Thinking and Right Doing.

I am not advising you to become politicians. But as politics is the science of government, I do urge you to think right and act right. You can't be good teachers nor good citizens unless you think and act right. You have as much right to express your opinion as I have to express mine, or as the president of the United States has to express his.

I don't want my children taught by any one, man or woman, who is afraid to have an opinion and express it. I don't want any man or woman teaching my children who can see no connection between politics or government and the Ten Commandments. I don't want any man or woman teaching my children who thinks

we have out-grown the constitution or that the truths of the Declaration of Independence are fit only for the waste basket. I don't want my children to have a teacher who believes that God gave to some men rights that He denied to other men.

I want my children to have light. I want the light turned into every corner of their minds. I want all other children to have the same light, and just as much of it, because I want my children to live in a true republic, under a just government; and that is not a true republic in which light is shut off from a majority or even from a minority of the children; in which hundreds of thousands of future citizens are growing up with dark corners in their minds. For do not forget that the man with a dark corner in his mind is far more dangerous to society than he is to himself.

We have in this country to-day cities full of children who know nothing about the higher education; who care nothing for it, and never will care for it. They are growing into manhood and womanhood, and there are enough of them to annihilate you and me. I am more anxious about these children and what the public schools are not doing for them than I am about what the schools will do for my children. They include the children in our factories, the waifs of the streets, the uncared-for children everywhere, and I am anxious about them because of what the schools are not doing to educate them along lines on which they are educatable. Educated on these lines they will become useful citizens, not only as contributors to the commonwealth but as good and kind parents. Yet it needs no prophet to see that if they are not educated on these lines they will one day become a curse to the nation, a plague and an infection in the body politic.

That is your affair as well as mine. It is the affair of every one who has the patriotism that is not the last refuge of the scoundrel.

What I have said reminds me that some say I am a pessimist. I don't object to being called what I am, but I do object to being called what I am not. Pessimism is the doctrine that this world is the worst possible. A pessimist is one who accepts that doctrine, one who exaggerates the evils of life or is disposed to see only its dark side. I do not think this world is the worst possible, though I don't claim to be an authority on other worlds. And while this world may be good enough for me in the sense that it is as good as I deserve, it isn't so good as I wish to see it. It is the duty of every one to make the world better, so that those who come after

us may bless our memories because we left them a richer inheritance than our fathers left to us.

Every Wrong Has a Cause.

If there are American children who are deprived of the light and the opportunities that they have a God-given right to, there must be a cause for it. Pick up a paper from almost any lagre city in the United States and you will often find the statement that the school funds are low; too low to build needed school houses, to repair old ones, to employ necessary teachers or to pay fair wages to teachers already employed. Thousands and thousands of children who do not have to work in factories to eke out the family's income are kept out of school for lack of school funds. Why is that?

We have money enough, as a rule, for governmental frills and follies. We have hundreds of millions to blow away in wars and on navies and useless armies; but not money enough to give even a decent primary education. Why is that?

Some of you may have read of the disturbance raised in Chicago last year by two public school teachers—women, at that. The school funds were short; it was proposed to cut salaries of teachers. Those two brave women said that was not necessary; that if the great corporations that have grants from the city of Chicago paid their just taxes there would be plenty of money for the schools. They went into court, with the other teachers behind them, asking the court to order the state board of equalization, which is the property of the corporations in Illinois, to assess the corporations just as common citizens are assessed for taxes.

Now, what do you suppose the "captains of industry" and the "men of affairs" and the great Chicago newspapers did? With the exception of one newspaper, they all denounced the teachers as marplots and meddlers and said they should attend to their own business. They were attending to their own business. They found a judge righteous enough to listen to them and brave enough to defy the franchise corporations by giving the order the teachers asked for. The corporation's state board of equilization appealed to the supreme court of the state, and that court sustained the judge and the teachers.

I would like to hear one of the "captains of industry" of whom we hear so much of late explaining to a little child why there is so little money in the public treasury that children must stay out of

school and thus be denied their right to an education. If a man tells the truth about it a child of five or six years can understand it. But if the man does not tell the truth, the child of fifty years can't understand it.

Taxdodgers Cripple the Schools.

It is no exaggeration to say that the franchise corporations of American cities do not pay more than 20 per cent of the taxes they should pay, and that the great corporations chartered by our states do not pay more than 15 per cent of what they should pay. Millions and millions of dollars are thus unjustly and unlawfully kept out of the people's treasury; and not only do our schools suffer but all departments of our local governments suffer in consequence of tax-dodging.

This is a matter for you, as teachers and as good citizens, to think about and try to correct. You will have to pay taxes on every dollar's worth of property that you have, and no one will give you the power to collect tribute from the community. Not only is it your duty to think about this from the citizen's standpoint, but it is your duty to think about this from a pocketbook standpoint. There is not a state in this country in which teachers get fair pay for their services; and they will never be paid fair wages until the great corporation tax-dodgers are made to pay their taxes as I have to pay mine and as you will have to pay yours.

Good teachers should be as well paid as any other class of workers. Poor teachers should be sent back to the normal school or else advised to seek some other employment. I want the children to have the best teachers that money and thorough training can get. I believe a teacher who is not worth a thousand dollars a year to the community is not worth a cent.

There are men in this country who are glad to pay from $15,000 to $25,000 for men to train their race horses, and as much for jockeys to ride them, but think $1,000 a year a big salary for men and women to teach young children. I don't own any horses and I hope I never will own one if I think a horse jockey or a horse trainer is more valuable than a teacher.

"Promotion of Patriotism."

Doubtless many of you have read articles in the newspaperes and elsewhere on "How to Promote Patriotism," "How to Inculcate Respect for the Flag." "How to Teach Respect for the

Laws," and 'How Children May be Taught to Love Their Country." Every little while some bargain-counter patriot bobs up with plans and specifications for all these things.

Where the laws are just and faithfully executed there is no need to "Promote Patriotism;" and if the laws are unjust no forms or ceremonials or plans or specifications will promote patriotism. Even under unjust laws the patriot will love his country enough to keep the laws unjust.

There is no need to inculcate reverence and respect for the flag when it is the symbol of just government, of full liberty for the citizen, of just laws well administered, of equal rights for all and special privileges for none.

Wherever in any country you find a considerable degree or amount of disrespect for the laws, it is because the laws are not respectable. The best way to teach respect for the laws is to make the laws respectable. If children grow up under just government, one that cares for them, that prevents schemers and public thieves from robbing their parents that gives them full opportunity in school life, that does not permit a few grabbers to monopolize the natural opportunities, they will love their country. Love of country will be as natural to them as love for kind parents.

So I say you will not do your full duty to the children you teach when you build in them the foundation for good and useful citizenship. Yours is the further duty of doing what you can to improve social conditions, of giving the future citizens a better government than you have. A parent's duty is not done when he has fed and clothed his children. He must give them a house for shelter, and it must be a house that shelters and preserves the health of the children. A house with windows broken out and foul with sewer gas will not do.

Our country is our house of citizenship. The rules of that house are its laws and institutions. The just parent never tells one child that there is enough food and clothing for the other children but not enough for it. A child that hears or is made to feel that will never love its home or its parents. Mothers' clubs may drown it with tracts and chromos, but they will never drown the bitterness of heart.

To tell a child or an adult that there is not enough of the good things of life for all, and that he must suffer while some others have more than enough, is to sear the soul with a hot iron. To

tell me that my children must wear out their young lives in factories because it is the will of God is to tell me that the Allwise One is malevolent instead of benevolent, niggardly instead of generous, foolish rather than wise If I believed anything so monstrous I would be an anarchist.

I am not speaking of an equal division of property; I do not advocate that. I am speaking of justice, which is the chief concern of humanity. Justice is merely the perfect social law; and the social law is but the moral law; and the moral law is the natural law. Society cannot repeal the laws of nature. It may break them, but if it does break them it will suffer inevitable punishment. Therefore I ask you, as teachers, to do something more than teach school. I ask you to remember that one of the most important things you can teach a child is that government is as much a natural growth as is a tree; that conformity with the natural law means healthy growth and strength, while disobedience to the natural law means decay and disease. Teach the children that and you are teaching them to be good citizens; and they will prove their good citizenship by trying to make a better government for their children.

I ask you to remember always the last words of that heroic woman, Lucy Stone: "Make the world better." She set an example for men as well as for women, as millions of other women are doing. She, with other noble and devoted women helped to solve problems not of women alone, but of men and women and children, of civilization, of humanity.

All Problems Are One.

How often we hear some one speak of the Labor Problem or the Woman's problem. Yet these are problems of society, of civilization, of humanity. They are problems because something needs to be done. When a man has a home problem to be solved, one affecting the welfare of his wife and his children and himself, he consults his wife; and unless he was unwise in his selection of a wife he will get from her better advice than he can get from any one else. Yet when the problems of our common household, our country, are to be solved it is asserted by a great many men, and even by many women, that his wife and the mother hasn't brains enough to be worthy of consultation.

Tell me, if you can, of a single problem in our maunicipal, state or national household that does not affect the children and the

wife and mother, that does not touch their welfare, that does not mean either more light or more darkness for the children, according to the way it is solved. Tell me, if you can, some problem affecting the child that is nearer the father's heart than to the mother's. Has not the woman a keener sense of morality and justice than the man?

The labor problem, the woman's problem, the child's problem is your problem and mine. You can learn from the census returns that the child's problem and the woman's problem and the labor problem are one and the same. I have already told you that from 1890 to 1900 the men factory workers in this country increased 23.9 per cent., that the women factory workers increased 28.4 per cent. while the child workers in factories increased 39.5 per cent. In the great state of Illinois the men workers in factories increased 41 per cent., the women workers 79.2 per cent., while the child workers increased 92 per cent. In South Carolina the men workers increased 79 per cent., the women 158.3 per cent. and the child workers 270.7 per cent. In Wisconsin the men workers increased 14.1 per cent., the women 27.6 per cent. and the children 193.5 per cent. Turn to a state like Minnesota, where strict factory laws are enforced, and you find that the men workers increased only 10.7 per cent., the child workers only 4.2 per cent., while the women workers increased 73.4 per cent.

Thus you see that women and children are driven into factories more and more in order to get a living and that where strict factory laws against child labor in factories are enforced the result is largely increased employment of women.

A little more than a month ago the papers contained an account of a panic in a Philadelphia cigar factory, with a long list of young girl victims and a much longer list of injured, many of the girls being in their early teens. The state of Pennsylvania is not lacking in strict factory laws. But as in New Jersey and many other states, the laws are not enforced. Girls that go into factories at 12 or 14 or even 17 will not make the highest type of womanhood and motherhood. We want in this country the highest type not only of women and mothers, but of men and fathers. To do anything or to permit anything that will prevent the attainment of this highest type is to commit a crime against succeeding generations and therefore a crime against our country.

If Women Had a Voice.

Now answer me, those who say that women are unfitted to have a voice in the making and enforcing of laws, do you think women and children would be driven into factories as cattle are driven to the slaughter house if women did have a voice in the making and enforcing of law? Some time ago Judge Tuthill, of Chicago, in an address at a Congregational church, made a most eloquent plea for the defective and delinquent children:

"If you know," said Judge Tuthill, "that your own children need such unceasing attention you know that such care is needed by other children less fortunate than your own. The same care you give your own boys and girls will develop all the good in the characters of neglected waifs."

Don't you believe, don't you know, that these neglected waifs who some day will be fathers and mothers and have a voice in the making of laws that your own children must live under, would have proper care and training if the women of the nation had a voice in the making and enforcing of laws? I grant you that many bad women would have an equal voice with the same number of good women. But do not the bad men now have a voice? And you know, as I know, that in nine hundred and ninety-nine cases in a thousand the bad women were made bad by worse men.

The child's problem is a world's problem. There are no individual problems; all are social problems and they must be solved by all of society, not by a part of it. The cause that darkens a child's mind in Boston or San Francisco will affect you and me and my child. The impalpable dust thrown out by the eruption of Mont Pelee will give a new color to the sunsets of New York and California and Japan this year. The stone thrown into the Atlantic ocean on the coast of Maine will cause molecular disturbance on the coast of France. So it is with society, with humanity. It is as an English bishop has said:

"While the rights of the people on the Congo are not secure, the rights of the people of London are insecure."

The children need light because we do not see the light. We do not see it because we will not see it. We will not see it because we are idolators, because we worship fetiches, because we are brain-bound and party-bound. From the false shibboleth "My country, right or wrong," it is but a step to "My party, right or wrong," and but another step to "My pocketbook, right

or wrong." You probably know men who place pocketbook first, party second and country third—and generally distanced. Broad is the road that leads to perdition; and many there be that need the whole width of the road.

I once heard a woman of fashion and wealth make a most eloquent argument opposing the idea of giving women a voice in our country's affairs. There were no children in her home; but what a fool she did make of herself over a poodle she was fondling! Yet I believe she would not have cared for that poodle if society had placed upon her the duty of helping to regulate the municipal, state and national household; for somewhere in the heart of every woman is that undying and unconquerable love for the little ones; and all that is needed to make it bud and flower and bear fruit is the sense of duty, of responsibility, or the mute appeal of an unkept and homeless waif.

I know there is the unfailing argument that it was woman who brought sin into the world. But let us not forget that chivalrous man relieved her of that burden as soon as possible. He is willing that she shall bear the burdens of household cares, of maternity, of motherhood, of the sick room and the death chamber; but he is too chivalrous and self-sacrificing to permit her to bear any of the burden of sin that he can take on his own shoulders or conscience—and he is always ready for just a little more load.

In trying to hasten the day when all the children will have light you will hear that "all things come to those who wait." Few things except death and taxes come to those who wait. We cannot hurry the sun; we cannot lessen the number of days in the year, but we can hasten the coming of justice, and not until we have justice will we have liberty. We cannot have the real article of liberty in this country while the light is kept from hundreds of thousands of children.

Awaken the Public Conscience.

The children of the masses will not have the light they should have until the public schools are open to all, until the opportunity to get an education is given to all, and until the public schools are so good, so attractive and so well managed that no private school can compete with them. The children will not have the light they need until the public conscience is awakened to the shame of having poorly paid teachers; they will not have the light that is their right while a mean and stingy public re-

fuses to build a school where it is needed "because there are too few children to justify it," or because there are not enough people in the district to furnish the necessary school funds.

It matters not whether a certain locality has five children or five thousand, society has no right to permit one child to grow up in ignorance; it has no right to dwarf one little mind; it has no right to stunt one little body; it has no right to refuse to put something into even one hungry mind and soul that cries out; it has no right to imperil the health of even one little child by forcing it to sit in badly constructed and ill-ventilated rooms. It is your duty and mine to try to correct these evils, and if we do not try then we are fit candidates for the millstone that will take us into the depths of the sea.

The World's Debt to Dreamers.

Yet if you refuse to believe in the unholy doctrine of "Let Well Enough Alone," if you set about doing your duty to the children and thus to humanity, you will be called a dreamer or something worse. Do not be discouraged by that epithet "Dreamer." There have been dreamers in the past who helped uplift humanity, and there will be others who will bear the cross on which they will be crucified. The world owes its greatest debt to its dreamers.

Joan of Arc was a dreamer when she lifted the sword from the altar. Dreamers were the three hundred who held the pass at Thermopylae, and against that little band of dreamers the countless hosts of the Great King broke as surges break against the rocks. Arnold Von Winkelried was a dreamer and into his bosom he gathered the sheaf of Austrian spears that Switzerland might be free. Moses was a dreamer, and out of the house of bondage he led the race of slaves that cowered under Egyptian whips and made them a race of poets, prophets and conquerors. Columbus was a dreamer; the Pilgrim Fathers were dreamers; our fathers who threw off the yoke of Britain were dreamers. And what but dreamers were the little starving children who during the Indian famine tottered to the relief stations with even weaker starvlings in their arms?

Do not be afraid to dream. Do not think it a waste of time to look into the future and see the world as it should be and think of what you can do to make it what it should be—a word in which no powers for good are wasted, in which the infinite fields of knowledge will be explored, in which want and the

fear of want will be banished, in which noble passions will displace greed, in which the jealousy and fear which now array man against man will be changed to the brotherhood that is born of equality, in which the humblest will have comfort and leisure—a world ruled by justice.

Dreamers! They are the men and women whom the world remembers, to whom it delights to build monuments. Morse dreamed that he could put a girdle round the earth in forty minutes, and in his dream was whispered to him the secret of the telegraph. Newton dreamed while an apple tree fell to the ground and a fundamental law of nature was made known to man. Moses dreamed; and out of his dream came the greatest system of republican law that the world has known and those terse commandments that are the basis of all human law. The Carpenter Boy of Nazareth was a dreamer, and on his dream is builded the gratest system of religion of which history has any record. It is not because that dream is not good that the world accepts the form and rejects the substance, but it is because the form, the lip service, does not interfere with the schemes and conspiracies of "captains of industry" and "men of affairs," while the substance does interfere with them.

Patriotism and Sympathy.

In asking you to do what you can to give light to the children I might appeal to your pockets, but I prefer to appeal to your patriotism. I might appeal to your selfishness, but rather would I appeal to your sympathy. Patriotism and sympathy are higher impulses. Self-interest will cause a man to give all that he hath for his life; but they that are loyal to higher impulses will give even more than life. It is not pocket and self-interest but patriotism and sympathy that have enriched the annals of every people and clime with heroes and saints, that have filled all history with the glory of noble deeds and the soft radiance of gentle and benignant lives. Patriotism and sympathy are together the electrical force of the moral world; and these two are but one.

If you have sympathy you can reach the hearts of the children and they will trust you. With sympathy you can reach the hearts of women and they will trust you. With it you can reach the hearts of most men; and to be pitied is he whose heart cannot be reached by it.

Look around you at the vast masses of humanity in our cities.

Men harried by want or the fear of it; women toiling along that dreary, shadeless road; little children "leaning their young heads against their mothers," with poverty beside them and despair in front of them, growing up with darkened minds and souls. Think of what they might be if God's light and truth were turned into their young hearts and minds. Think of the hidden talents, the unsuspected virtues that could be brought forth to make life so much richer, fuller, happier and nobler!

Do you remember the parable of the talents and what happened to the servant who put his talents in a napkin and buried them in the ground? They were taken from him. Civilized society is burying some of its talents. In factories it is turning its young talents into machines. In the little ones who are growing up in squalor, vice, ignorance or all of these are latent talents of the highest order, or measureless value, that need but the opportunity to bring them forth. And well will they repay the world for bringing them forth.

What Should Be Must Be.

Consider the possibilities of a society that would give light and opportunities to all the children, not only to get the best education that they can grasp, but in after life to use that education for the highest benefit of the individual and of society. Consider the moral elevation of that society, the intellectual life and activity, the social life. It requires the imagination of a dreamer to fill out the picture; words are too dull to paint the bright and glowing colors. But consider; no matter how wealthy a man may be, it would be far better for his children to leave them penniless in such a society than to leave them $100,000,000 in our present society.

If we do not give the children light the time will come when this nation will be in the dark. Boasting will not save it; the jack-o'lantern of world-power will not save it; armies and navies will not save it; and political parties will not save it unless the children have light.

You cannot shift your duties to other shoulders. No one else can travel your road for you. If you intend to be men and women you mut travel the road marked by the weary and bleeding feet of those who have done something for mankind. As the Great Companions found bitterness and disappointment, so you will find them. Sometimes you will have that bitterest of all thoughts, of the hopelessness of the effort, the utter futility

of the sacrifice. Yet no sacrifice is futile, no effort is hopeless when the soul calls to the effort and demands the sacrifice.

You may sow the seed, but you may not see it grow and you may not even know that it will grow. But some time it will grow, though it may not be in your time or in time when any memory of you remains. Yet never was share of truth vainly set in the wide fallows of the world. It is better to sow in the hope that others may reap the harvest than not to sow at all.

You have not chosen callings that will make you millionaires; yet neither have you chosen one that will make paupers of others. It is better to build citizenship than to build huge fortunes. The world owes more to its school teachers than to all its millionaires, and it will always owe more. Your teaching will not die with you, but will have its effect on the human race a thousand years from now. A ray of light thrown into a child's mind to-day will shine a thousand years from now.

Go into the world then, with the determination that you will leave nothing undone to give light to God's little ones.

EUCATION AND CRIME.

(By Robert Guy Young, Ph. M. Ped. D.)

To him who is a sincere patriot, who loves his country and who is interested in her present and future welfare, there is no question of greater concern than that of crime, especially, crime as related to our free institutions, its bearing on our civilization and its possible effect on our national perpetuity.

As a people we love to dwell on the great achievements of the past century and a half, filled as it is with magnificent triumphs on land and sea. We love to contemplate those grander victories—the victories of peace—which have done so much to make us the great nation we are to-day, but it is not so pleasant, though it is vastly profitable, to stop in our mad haste in the pursuit of business and pleasure, to consider some of the alarming problems that so vitally concerns us since they threaten the very foundations upon which our great republic is established.

When within a brief period of thirty-six years three presidents of the United States, while engaged in the ordinary affairs of business and pleasure, are shot down by the heartless assassin; when men charged with crime are burned at the stake or hung

to the hastily constructed gibbet in communities which boast of their culture, intelligence and law-abiding qualities; when private transactions are performed without mutual faith in the integrity of the parties concerned; when corporations and public enterprises are considered lawful prey for the business sharper; when legislatures are so rotten that they smell to heaven; when faith in the integrity of our courts is so low and suspicion rests on the motives that prompt our national legislators in their acts of legislation, is it not high time that we stop and examine with a view to the removal, or at least for an effort to stay the ravages of this great monster called crime, which is making such deadly ravages throughout the length and breadth of our land.

Before entering upon the discussion of the subject proper it may not be irrelevant to say some things on the nature of crime and its origin, as we meet it from day to day; also to define its signification so we may have a common understanding of terms that may be used in this paper.

In a general way crime is any violation of law, either human or divine. This includes omission of things commanded as well as the commission of things forbidden It includes also the commission of offenses against the divine law usually designated by the generic term sin, a term which, while embracing ill-flavored transactions of every character, has by common consent taken a restricted meaning applying more directly, as we have said, to violations of the laws of God.

It will be noted further that offenses against common law and those against divine law coincide to a greater degree. This is necessarily the case since our common statutes are largely based upon the moral code. This coincidence is owing to the fact that the moral code has been in force from time immemorial, and to the further fact that its principle are so universal and so divinely suited to the needs of mankind that they must in the very nature of the case serve as the foundation upon which human laws are based.

As I have intimated, they do not coincide throughout for the divine law states, "Thou shalt love the Lord thy God with all thy heart," a command, or law, not to be found in the statutes of any civilized people, even those possessing the highest moral development. On the other hand, nowhere in the moral law can be found any command prohibiting men from expectorating

upon the sidewalk unless it may be seen between the lines where we read, "Dearly beloved, let us cleanse ourselves from all filthiness of the flesh," and yet it is a violation of the ordinances of many municipalities and punishaable by fine; moreover, it is universally recognized as an offense against common decency, which would be a strong presumption that the real spirit of the ordinance has grown out of the passage quoted above, unless it be regarded as a protest against the literal interpretation of that other passage so much quoted by a certain class: "He that is filthy, let him be filthy still."

Divine law has its origin in the relation of man to God, while human law has grown out of the peculiar relations of man to his fellows, and the necessity of observing certain rights and proprieties resulting from the association of man in communities, and in that larger association or community which we call the state.

It will be my purpose in this paper to discuss crime from the standpoint of the violation of those laws enacted for the regulation and welfare of society and in its relation to education and culture.

It may be well at this time to observe, for we shall have occasion to refer to it later, that violation of law may be properly classified under two leading forms—offenses against property and person, and ooffenses against good order. This distinction needs to be kept in mind because a misuse of terms like a misuse of statistics is liable to lead to confusion in results.

In referring to the use of statistics, Dr. Harris, the very able commissioner of education, tells us we must use them with great care since "each quantitative result conseals within it an infinitude of qualitative factors which may possibly assist in the product."

To illustrate: One state may report in a given time 1,000 commitments, while another reports but 500 for the same period. A close examination may show that a given offense in the first state is considered serious enough to be punished by imprisonment, while in the other it is punished, if at all, by fine only. This was really the case in 1860 in the states of Massachusetts and Virginia, where it was shown by Carroll D. Wright that Massachusetts had 158 offenses recognized as crimes while Virginia recognized but 108 such offenses punishable at law.

and, furthermore, several of those punishable by imprisonment in Massachusetts were punishable by fine only in Virginia.

It will further be found that the state having the highest degree of culture has the greatest number of offenses against good order, in fact, the increasing number of offenses is one of the certain indications of advancing education and refinement.

For instance: Massachusetts in 1850 committed to its jails and prisons 8,761 persons. In 1885, when it had made surprising advances in education and culture, it committed 26,651 persons, three times as many as in 1850. This demanded qualitative examination which was made by Mr. Torry, who classified crimes under the two heads heretofore mentioned—crimes against persons and property and crimes against good order. His investigation showed a decrease of 44 per cent. in serious crimes, while the increase had been in the offenses against good order. He found, moreover, that the crimes against good order were mostly cases of drunkenness, and of these he found in 1850 only 3,341, while in 1885 there were 18,701. It was observed that, with the elevation of intelligence, a higher standard of behavior was demanded and the greater number of commitments was an indication not of the deterioration of society, but its reverse.

Hence, it is necessary, as we have said, in dealing with statistics and making comparisons to keep in mind the fact that criminal ratios are of little or no value till they have been reduced to the same denomination, or until they are so conditioned they can be looked at from the common point of view.

An interesting thing in the study of crime is the fact that its origin is a necessary and logical outgrowth of the evolution of civilized society. As we have just shown, the greater the degree of refinement and culture the greater the number of offenses regarded as crimes; and so the reverse, the lower and more degraded the social conditions are the fewer the acts which are regarded as offenses against society and, therefore, subject to punishment, for it must be borne in mind that a given act is not a crime, from a legal standpoint, till its commission is prohibited by regularly constituted authority. From this it will be seen that crime was impossible prior to the establishment of law. We are, therefore, brought face to face with the startling inference that society is prohibiting, under penalty, certain acts makes possible those crimes from which it punishes the offender. More-

over the greater number of restrictions placed on the actions of men, the greater will be the tendency or the liability to violate them, either through ignorance or malicious intent, or both.

The first laws enacted by society in its transition from a a barbarious to a civilized condition are those for the protection of person and property. As it moves on to higher states of refinement it begins to take note of those acts that offend refined taste and polite usages and so enacts laws against disorderly conduct and disgusting practices. As society moves onward and upward towards a higher plane of culture some of its members fall behind and so become lawbreakers, not because they are worse than they were previously, but because they do not appreciate and readily submit to the new demands that are made upon them. They are not educated up to the new and higher standard of living.

This brings us to another thought, the one that will be the keynote of our discussion, namely, that the law-abiding tendency of men is based upon the intelligent recognition of the rights of others. This implies intelligence and it implies also moral rectitude. This is the line of argument that led Dr. Edward D. Mansfield in his report for 1872 to the commissioner of education to say, "The general fact is shown, beyond doubt or controversy, that ignorance is one great cause of crime, and that in elevating the education of society, both religious and intellectual, we advance the interests of society by diminishing crime."

Dr. Harris, on the same question says: "These facts," referring to the statistics given by E. C. Wines from his investigations in France, "go to prove that even a slight degree of education has an effect to lessen the tendency of crime."

Speaking of the moral element as a factor in reducing crime, Mr. Darnell, keeper of the Georgia penitentiary, says: "Of all reformatory agencies religion is first in importance because most potent in its actions on the human heart and life. "Education," he continues, "is also one of the vital powers in the reformation of fallen men and women, who have generally sinned through the influence of some form of ignorance conjoined with vice. Its tendency is to quicken the intellect, expel old thoughts, give new ideas, supply material for meditation, inspire self-respect, support pride of character, excite to higher aims, open fresh fields of exertion, minister to social and personal improvement and afford a healthful substitute for low and vicious amusements."

The influence growing out of this discussion is irresistable, namely, that if society moves up and away from its ancient and degraded moorings, as we have shown that it does, it owes it to those whose intellectual and moral natures are duller and, therefore, less able to appreciate new conditions and less inclined to accept them, to inform their intellects and inspire their souls that they may strive to attain the better mode of living. In short, society owes to the mental and moral weaklings (the probable criminals) mental and moral uplift, (education) and, if it fails to respond to their need, it is in no small degree responsible for the commission of offenses that will inevitably follow.

That a broad and liberal education of the head, the heart and the hand is a specific against crime I shall boldly assert and endeavor to substantiate by ample and indisputable evidence.

Among the great educators of our country, none have been more capable or devoted to the work than Horace Mann. In making an exhaustive study of the question, he prepared and submitted to a large number of noted educators of his time the following hypothetical question:

"Should all our schools be kept by teachers of high intellectual and moral qualities and should all the children in the community be brought within these schools for ten months in the year, from the age of four to sixteen years * * * then, what * * percentage of such children as you have had under your care could, in your opinion, be so educated and trained that their existence in going out into the world would be a benefit and not a detriment, an honor and not a shame, to society?

Replies to this question were received from many of the most noted men of the time, including Dr. Page, of the State Normal school of Albany, Dr. Adams of Boston, Jacob Abbott of New York, F. A. Andrews of Connecticut, Roger S. Howard of Vermont and others, and it was the overwhelming testimony of these distinguished men that under the conditions given, less than 1 per cent of the children would fail to become intelligent, law-abiding and useful citizens.

The implication here that education of the head and the heart as well are potent factors in the prevention of crime, is one that cannot be successfully resisted. In fact, it is boldly stated by Dr. Mansfield, who says: "The general fact is apparent that education is a force restraining vice and crime." More specifically he states that "When it is purely intellectual, it restrains by teaching

the truth expressed in the homely proverb. 'Honesty is the best policy;' where it rises to the dignity of a Christian education, it teaches not only the restraint of the intellect, but the higher restraint of conscience."

It has been claimed that where the intellectual side has been trained and the moral element neglected there is a tendency for the coarser forms of crime, such as theft, robbery and the like to be changed to those more genteel forms such as forgery and embezzlement or breach of trust. I am inclined to the belief that this is true, although the claim has been boldly challenged, but there is no challenging the statement that a wholesome development of the conscience, as well as the intellect, produces the most exalted type of law-abiding manhood and womanhood.

Before passing to a fuller examination of the relations of education and crime, it may not be amiss to refer to another cause which contributes to the prevalence of crime, namely, want of capacity. Richard Grant White tells us that "Want, if not the parent of vice, is at least its faithful foster mother." This is not, in my judgement, a fair statement of the case. It is misleading in that want is the result of other causes, and so at most could but be the apparent cause of vice. Want is the result of misfortune in business, or incapacity, or both. It puts man under great mental and financial strain, and, as a result of this strain and with the hope of relieving it, he commits offenses against his fellows and against the state. If the crime, therefore, be committed because of the pressure of want resulting from incapacity, it would not be difficult, in most cases, to show that the want of capacity was due to lack of mental discipline or inherited weakness, hence, we are brought back again to ignorance and intellectual leaness as the chief cause of crime.

Before advancing some statistics bearing on the relation of ignorance to crime, I desire to submit some startling facts drawn from sociological studies by parties whose ability to gather facts, and whose honesty in drawing conclusions will not be questioned.

In the study of the crime problem there has probably never been a more thorough and fruitful investigation than that carried on by R. A. Dugdale, of New York, in which he made an exhaustive study of the history of a remarkable family of criminals which he called the "Jukes," though this was not their real name; and then in delightful contrast, is that wonderful account of the Jonathan

Edwards family, written by E. A. Winship, editor of the New England Journal of Education. The one shows the pitiable results of ignorance, the other the magnificent fruits of Christian education.

The Jukes family was of good, old Dutch stock transplanted in New York in 1730 and surrounded by an environment out of which has come many of the illustrious names that grace the pages of American history. But Max, the father of the 1,200 descendants whose career we shall set forth, was a jolly fellow, who disliked work, detested study, was destitute of ambition and whose chief desire was to hunt, tell and listen to racy stories, drink whiskey and enjoy the fellowship of companions whose tastes were similar to his own, and who, like himself, longed to be free from the restraints of society and the laws it imposed for the protection and general welfare of its members. This demoralizing tendency he transmitted to his numerous descendants whose history fills one of the darkest pages in the annals of the commonwealth.

The other family, that of Jonathan Edwards, was of Welsh origin, coming down through English channels, transplanted in 1703 in the rugged environments of New England whither they had come, as had the ancestors of the Jukes in New York, to obtain the wholesome freedom which was denied them in the old home across the seas. But unlike Max, the father of the Jukes, Jonathan Edwards was a man of pure heart, of keen intellect, of lofty ambition, of tremendous will power and untiring industry in carrying out the mighty purposes which were conceived in the profound depths of his matchless soul. These were the predominant characteristics of Jonathan Edwards, and they indicate the magnificent heritage he bequeathed to the 1,400 descendants whose wonderful achievements have been so graphically portrayed by Mr. Winship, and which he attributes directly to the possession of moral and intellectual culture.

Without entering into details I shall give the facts which were discovered in the investigation of Messrs. Dugdale and Winship, leaving you to draw such inferences as the facts may warrant.

Of the 1,200 descendants of Max, the father of the Jukes, not one possessed the equivalent of a common school education and not one who did not defy and antagonize the church. Not more than 20 ever learned a trade and 10 of those learned it within prison walls. Not one was ever elected to a public office or entered pro-

fessional life. None read anything that might be called good books much less wrote them. Not one ever entered the army or navy in defense of his country. The family did not migrate as ambitious, aspiring men usually do, but nested and stagnated and festered in the same haunts for one hundred and fifty years.

Four hundred and forty, or one in three, suffered from vicious diseases; 300, or one in four, died in infancy from neglect and privation; 400 were physically wrecked in early life by dissipation. Seven of the numbers were murderers; 60 were habitual thieves; 130 were convicted more or less often of crimes, while 310 were professional paupers, who spent in the aggregate 2,300 years in almhouses.

The family never added anything of value to society or the state, but on the contrary cost the state in prosecutions, almshouses, relief, maintenance in prison, depredation and destruction of property, and in a hundred other ways, over $1,300,000. Mr. Dugdale so well says: "Over a million and a quarter of dollars of loss, caused by a single family 1,200 strong, without reckoning the cash paid for whiskey, or taking into account the entailment of pauperism and crime of the survivors in succeeding generations, and the incurable diseases, idiocy and insanity growing out of this debauchery and reaching further than we can calculate."

"It is getting time," he says, "to ask, do our courts, our laws, our almshouses and our jails deal with the question presented?"

Of the other family in which discipline of mind and culture of heart were the distinguishing characteristics, we have the following remarkable summary of achievements:

Of the 1,400 descendants of Jonathan Edwards, 285 were college graduates; many had liberal educations obtained in seminaries and academies, while all had the equivalent of a good common school education. The great majority were communicants in churches, while practically all were believers in and supporters of the Christian faith. Thirteen were college presidents persdiing for years over Yale, Princeton, Hamilton, Amherst, the University of California, the University of Tennessee, the Litchfield (Conn.) Law School, the Columbia Law School and the Andover Theological Seminary. Sixty-five have been college professors, 30 judges, over 100 lawyers and over 100 clergymen, missionaries, etc.

Eighty have held high official positions, such as legislators, governors, state officers, representatives in foreign countries, repre-

sentatives in congress, United States senators and one has been vice-president.

Seventy-five have been officers in the army and navy, 60 have been authors, among the later ones, Winston Churchill, the author of Richard Carvel, while hundreds of the family have been bankers, merchants, contractors, superintendents of great business enterprises, physicians and superintendents of asylums for the care and healing of the unfortunate. Fifteen railway systems and steamship lines have had members of this family as presidents or managers, while many of its members have distinguished themselves in the line of invention. In fact, there is scarcely a great industrial enterprise, moral movement or learned profession in which members of this family have not been associated and always with credit to themselves and advantage to the enterprise or profession.

Among the descendants of Jonathan Edwards there is no record of a single pauper, or profligate, not a known conviction for crime, scarcely an arrest for offense against the state, save that of Aaron Burr, and of the charges preferred against him he was acquitted by the highest tribunal of the land. Not a murderer is to be found among the whole number, not a record of a fatal quarrel save the duel between Burr and Hamilton, which constitutes the only blot on the radiant page of history written by this illustrious family. On the other hand the pages of our country's history are illuminated by such names as Edwards of Union college, the Dwights of Columbia and Yale, Woolsey, the theologian, Gilman of John Hopkins, Hoadley of New York, Churchill, the author of Richard Carvel, Park of Andover, Sedwick, the gallant hero who fell on the bloody field of Antietam, Ingersoll, the noted divine, Gates of Amherst, Whitney, the inventor, Dewey, the great surgeon, and scores of others who have added honor and luster to every position they have filled, and vitality and energy to every movement with which they have been identified.

Can it be possible, we ask, that the difference in the history of these two families is due to education and culture in one case and to its absence in the other.

Let us see what evidence educational statistics give us bearing on this point, and to be certain that we avoid peculiar local conditions we shall take large areas widely separated. In turning to statistics I am reminded of the old saying that "figures will not lie," and then of that later and just as truthful statement that

"liars will figure"; but in spite of the distrust with which we have come to regard tables of statistics, and in spite of the shameful manner in which they are often distorted, they do give a wonderful insight into the conditions and tendencies of society enabling us to determine many things that are both interesting and valuable.

First let us examine conditions in France, where Dr. E. A. Wines, whom we have already refered to, has made extensive investigations. This gentleman, while traveling through that country in 1871 in the employ of our government, propounded a series of questions bearing upon the relation of ignorance to crime, and being a man of matchless ability and unquestioned integrity his figures may be regarded as thoroughly reliable. Mr. Wines found that the total number of arrests during the two years, 1867-1869 was 444,133. Of this number 442,194 were illiterate. Now the total population of France at this time was 36,000,000, of which practically one-half was educated and one-half illiterate. We find, therefore, that from the 18,000,000 of the illiterate population there were 442,194 arrests, and from the 18,000,000 educated people only 1,939. From this it can be seen that the illiterates furnished 226 times more than their proportion of the criminals for the given time.

Since that time government aid to the schools of the country has reduced the percentage of illiteracy from 50 per cent in 1869 to 36 per cent in 1872. But as late as 1886 18 1-2 per cent of those who married were unable to sign their names to the marriage register.

Some conception of the moral condition of France at this time may be had from the statement of Malte Brun, the scientific geographer, who informs us that in 1870 there were 900,000 births of which 74,000, or 8 per cent, were illegitimate—that is, every thirteenth child was illegitimate. At the same time the percentgae of suicides in Paris was 200 fold greater than in the state of Ohio.

While these statistics on illegitimacy and suicide are given with the implied inference that they are the result of the ignorance of the people, I do not find that the high percentage of these crimes are necessarily the effect of the low per cent of illiteracy. In fact, it seems to me their causes must be traced to other sources.

Let us notice the effect of education on crime in England. During the decade of 1841-1850 there were 220,000 children attending school, and at the same time there were annually 24,300 convictions. In 1887, about forty years later, the number of chil-

dren attending school had increased to 4,019,000, twenty times the former number, while the number of annual convictions had fallen off from 24,300 to 12,150—a decrease of 50 per cent.

In 1838 Judge Coleridge called attention to these facts and some time after this the committee report of the House of Commons contained the following: "We find that the neglect of education causes much crime that might be avoided."

Dr. Mulhall, one of the world's greatest and most trustworthy statisticians, says: "The growth of crime has been materially checked of late years by industrial schools and reformatories * * * * the first for vagrants and disorderly children, the second for youthful criminals."

Of the value of industrial training, to which Dr. Mulhall refers, I desire to speak later.

The same effect of education on the prevalence of crime was noticed in Ireland, as will be seen from the following statement given by the same gentleman whom we have just quoted: In the years from 1851 to 1860 a little over 20,000 children were attending school while the annual convictions were 7,705. In 1887 the number of children attending school, had increased to 513,000, an increase of 25 fold, while the annual convictions had decreased to 1,412, or about one-fifth of the previous number.

In Belgium we find that the 20 per cent of illiterate population furnish 49 per cent of the criminals, or, in other words, practically one-half of all criminals come from the illiterate filth of the population.

In Switzerland, based upon their ability to write, 95 per cent of the entire population are educated and 5 per cent illiterate, and yet this 5 per cent of illiterates furnishes between 70 and 80 per cent of the criminals of the country.

The same rule holds true in the United States. In New York and Pennsylvania there are twelve times as many criminals from the illiterate as from an equal number who are educated.

In the central west, 3 1-2 per cent of the population are illiterate, while 46 per cent of the criminals are. From this it will be seen that the illiterate furnish thirteen times their share of the criminals.

In the far west and the Pacific section, which includes our own state, the returns give the illiteracy of the entire population as 3 per cent and of all the criminals as 31 per cent. Hence the illiterate furnish over ten times their quota of the criminals.

In the southern states, owing to the great number of ignorant colored population, the illiteracy is 22 per cent of the whole population, but these furnish 60 per cent, or very nearly three times their quota of the criminals. In short, it is the well nigh universal testimony of men and of statistics that the illiterate population of the various countries furnish from three to twelve or fourteen times more criminals than come from a like number of the educated people.

Richard Grant White in his famous article published in the North American Review in December, 1880, attempts to show that in highly educated New England the native illiterate whites were in the proportion of 1 to 312, while in the southern states the proportion was 1 to 12. And yet he affirms that crime, pauperism and insanity were greater among the educated New Englanders than the ignorant whites of the south, the proportion being 1 to 25 in favor of the illiterate whites of the south.

It is possible that Mr. White's figures may not be incorrect, but the weakness of his presentation lies in a fact to which I have already alluded, namely, that the more highly educated and cultured a people becomes, the greater the restrictions placed upon conduct, and hence the greater the number of possible violations of law. To make his comparison valuable, Mr. White should have compared the number of violations of similar laws in the two sections.

He could have taken a more striking illustration still by comparing New England with her less than 1 per cent of ignorant people and her 2,459 criminals confined in the penitentiaries, with one of the savage tribes of Central Africa, not a single man of whom could read or write, and not a single one of whom ever has served a term in the penitentiary as a result of being convicted of crime. From this comparison he would have drawn the logical conclusion that within the borders of this Central African state, life and property were safer and the standard of behavior higher than within the boundaries of New England, where nearly 2,500 persons were convicted of crime.

Another factor which contributes to the production of criminals is a lack of some profession or trade by means of which one may earn his living.

Dr. Harris, who has made a careful investigation of this phase of the subject states that of 2,383 prisoners in Pennsylvania during the decade from 1870 to 1880 only 433, or 18 per cent, had been

taught to earn their living in some gainful occupation. These 433 criminals came from the industrial classes, which represent 34 per cent of the entire population, while the 1,950 criminals came from the non-industrial classes, which represent 66 per cent of the entire population. From this we see that the non-industrial classes furnish more than twice their proportion of the criminals.

Again, from 1860 to 1870 there were in the prisons of Philadelphia 1,605 prisoners, of whom 1,217, or 76 per cent, had no regular means of earning a living. The entire number of people engaged in industrial pursuits represent 34 per cent of the whole population, while those not so engaged represent 66 per cent. We therefore see that in this case the class of people with no regular business furnished one and one-third times their quota of prisoners.

It will hardly be necessary to enter into an argument to prove that the above cases represent the general rule, namely, that the absence of some legitimate occupation in which one may earn his living is an important factor in the production of criminals.

The want of a regularly adopted line of productive industry results, or has a strong tendency to result in poverty, and the pressure of poverty, as we have stated before, surrounds men with the temptation to relieve, or try to relieve, even by illegitimate means, the financial and mental strain and thus leads them—almost forces them—to the commission of crime.

Society, to meet the highest demands made upon it, must be composed of intelligent, resourceful men and women. Such men and women are not the result of chance, but they are the result of a system of wise, rational and persistent intellectual training. This training society must give to its youth or see them degenerate into criminals, paupers or helpless innocents. The great institutions for educating the rising generation are, according to Dr. Harris, the home, the church, the state and the vocation. The greatest agency brought in to reinforce these, is the school. In fact this agency which should be regarded as a secondary, has come to be relied upon as the primary factor in the great work of intellectual training. Society has, therefore, placed upon the school the gravest responsibilities and in so doing has assumed, willingly or otherwise, greater obligations in the way of its financial and moral support.

If intelligence and culture are essential to the highest good of society, then it is incumbent upon society to see that not only a part but that all receive the benefits of school training. That the

necessity of this is fully recognized in theory is evidenced by the compulsory school law that has been enacted, in this and other states, but that it is not practically recognized is shown by the indifference to its enforcement.

The non-attendance resulting from want of interest on the part of parents and truancy on the part of pupils results in large numbers of boys and girls, especially in our large cities and towns, being rapidly and certainly schooled on the streets and in haunts of vice for the lies of criminals, paupers and prostitutes.

The provisions of the school law are ample to provide for all. The buildings erected, the teachers employed, the facilities furnished and the taxes collected are sufficient to educate the entire school population and these things ought to be.

It is manifestly unfair for the state to tax Mr. A. on the basis of educating all of school age, and then permitting from 6 to 20 per cent of them not only to absent themselves from school, but to place themselves under such vicious influences as shall convert them into criminals, and then tax him again for their apprehension and conviction and after conviction to support them in the jail or penitentiary.

The non-attendants of the school are a growing menace to the state and to society and are destined to become a grevious burden to the taxpayers.

From every conceivable standpoint—that of the individual's own best interests, the general welfare of the community and the prosperity and perpetuity of the state, there is urgent reason to desire that every individual from the least to the greatest be given a thorough, practical education.

In fairness to those who support the schools, in the interests of economy and for its own self-preservation the state should put its strong hand on the truant and incorrigible and give them a training for good citizenship. It is more rational, more economical and more humane to educate children than to prosecute and punish them after it has permitted them to develop into criminals.

Had I time I would like to discuss the question of parental schools—the new movement to provide for the schooling of truants and refractory characters. But on this fruitful subject I will only say, the reform school may be a good place for youthful criminals, but is it a good place for those who are troublesome, but not to the point of criminality? Is it a good thing to put boys and girls who are guilty of their first indiscretions into an institution

that compels them to associate with hard characters, that offers few, if any, incentives to a better life, and that forever taints their good name by reason of the fact that they have been incarcerated in an institution for the reception and detention of criminals? Would it not be more humane and more effective in the great work of reformation to place these boys and girls in the parental or truant school, where they could be kept from the evil influences of the street, and where some great, warm-hearted man or woman could win them from their evil ways and build them up into self-respecting law-abiding citizens?

In the next place, I am impressed with the belief that there should be a higher standard of morality taught in the public schools. I do not mean creed, or dogma, or religion in the restricted meaning of the term—all this is the work of the church—but I do mean that a child should be taught to feel a profound love for his country, a love that does not need firecrackers and brass bands to make it a controlling power in his life; I mean that a child should be taught to recognize and respect the rights of others and to do this not because it is polite, or because he is commanded to do so, but because it is in harmony with the eternal principles of justice. I believe children should be given a profound reverence for truth, higher conceptions of their duties as members of the community and citizens of the state, a hatred of coarseness, vulgarity and profanity, a deep respect for honest toil, and with all and above all a reverence for God and his laws.

I have no patience with that doctrine which holds that the teacher has done her whole duty when she has taught the mere facts of the text book. We have read that "a man may smile and smile and be a villain still," and so a teacher may teach the book and teach the book and be a curse to her pupils and a scourge in the community. Character is more than scholarship; true manhood and womanhood more than mere intellectual shrewdness and a warm, sympathetic heart, burning with a desire to help some needy brother or sister, more than a polished refinement and affected gentility.

Another matter to which I wish to refer for a moment is the industrial question in its relation to crime as well as to good citizenship.

I have already shown in this paper that the want of some regular means of obtaining a livelihood is a cause of crime. I desire at this point to make some inquiry as to the cause of so many

persons having no gainful occupation and to see if it is in any way related to our system of education.

The education of a child consists in so relating him to objects, relations and conditions that, through his own intellectual activity his mind shall receive a multiplicity of impressions each of which shall be the subject of reflection and thought and each having its appropriate form of expression. As a rule this expression finds form, often very faulty, in speech and writing. He is considered a good pupil who can study a lesson and recite it glibly, but it must be remembered that speech or language is but one of the forms, in fact one of the lesser and more transient forms of expression, for the hand is the medium through which man finds the chief means of self-expression and that form, as well, which is most productive, most permanent and most powerful in influencing humanity. Through the organs of speech man expresses himself in singing and oral language, but through the hand the conceptions of the mind find enduring form in written language, architecture, painting, sculpture and the mechanical arts. It is by means of the creation of the hand that man creates his most enduring monuments, provides for his material welfare and impresses himself most favorably and forcibly upon human society.

If education has a specific object it must be to make man master of himself, to develop all his possibilities, all his powers and to make these powers effective in accomplishing necesasry and desirable results.

This involves two distinct forms of activity on the part of the mind to think logically and of the hand to construct accurately and speedily. In other words, the great purpose of education is to teach the child to think and to do.

Napoleon, Angelo, Lincoln, Morse and a thousand others have been great men, not because they could think great thoughts, but because they could both think great thoughts and perform great deeds.

The great trouble with many of our schools is we teach pupils to think merely instead of teaching them to think and act.

The education of the hand—giving it accuracy, speed and expertness in putting into forms of beauty, grace and utility the creations of a trained mind—is to be the next advance movement in national education.

The manual training movement, with all its faults and imperfections, is a step in this direction. The movement of J. Liberty

Tadd is an effort to solve the problem. The construction work in our schools is another indication of the thought movement in this directon.

But the point to which I am coming is this, that thousands of persons, supposedly educated, drift into helplessness, idleness, viciousness and crime, because they find themselves unable to use their hands to any effective purpose in working out the material problems which sooner or later come to every man.

A system of education which will have in it fewer "ologies," fewer fads and fancies, less nonsense and more "horse sense," which will train the mind and the heart, which will give to our young people thought, purpose, aim, ambition, a true conception of life, and then above all trained hands to successfully execute the conceptions of the mind, to put into practical, material form the plans which they conceive—such an education will produce more manly men and more womanly women, decrease crime by making men resourceful and successful in business and so do much to solve the great crime problem of the day.

William I. Crane in an article entitled "A Plea for the Education of the Hand," says: "Such manual training," referring to that advocated in this article, "will result in the almost complete cessation of crime, for it will replace evil tendencies with good tendencies—the tendency resulting from a feeling of active usefulness to one'e self and society."

Manual training, not as it is practiced in many schools, but in its truest and highest sense has a two-fold purpose: (1.) It should give a boy or girl control of his hands making them efficient in putting into tangible, permanent form the conceptions of the mind. It is the mind and the hand working in perfect harmony, the one supplementing the other and the two giving to the person that perfect control of all his powers that is essential to perfect manhood and womanhood.

In the second place, and fully as important if not more so, it should put the individual in the right attitude to the great question of labor. It has been charged, and with some reason, that our system of education has a strong tendency to make young people averse to manual toil, that those who go into our schools from the farm, the shop and the mill, after graduation seldom return to the old occupations, but are ambitious to obtain a livelihood by the exercise of their wits rather than their brawn. In other words the effect of modern education is to put them out of

harmony with their environment, cause them to look with disfavor upon hard labor, thus creating class distinctions and creating in them a desire to enter the genteel professions (so called) when, as a matter of fact they are better fitted, possibly only fitted, for the so-called humbler vocations.

Now I take it there is no respectable vocation or employment that is not worthy the thought and attention of intelligent, cultured men and women, and it is, or should be, the aim, the highest purpose of manual training not only to give the individual great power in the way of self expression through manual activities, but to fill him with a desire to exalt labor by putting into it rare intelligence, skill in its exercise and conscience in relating it to capital. The schools and the homes as well should instill into the minds of the young respect for the dignity of honest labor. They should put them in the right attitude toward it—put them into it, for hard, persistent and intelligent labor of the head and the hand is the surest means to prosperity, the greatest safeguard against crime and the never-failing source of pleasure to ones' self and usefulness to his fellows.

SUNLIGHT AND SHADOW.

Lecture of President James Reid, of State Agricultural College, Delivered Before Cascade County Institute at Grand Opera House, Friday Evening, October 4th, 1901.

"Human life is a continuous blending and mingling of sunlight and shadow as it passes through all the transitions of joy and sorrow, happiness and misery, pleasure and pain. There comes into every life the serious and the humorous, the sublime and the grotesque, the pathetic and the ludicrous. However commonplace the life, it is made up more or less of these. It has been truly said that 'life is a comedy to those who think and a tragedy to those who feel.'

"In the marvelous house of life
  Each year is a closed room;
It is filled with peace and strife,
  It is packed with glow and gloom.

"There are hopes in the hue of dreams,
  There are cares in their grim array,
There are pleasures that glint and gleam,
  And sorrow in drugget gray.

"For some, with its infinite grace,
Love waits when the portal jars;
For some, with his sphinx-like face,
Death stands when the door unbars."

"There is no life so bright or so filled with joy that shadows do not come into it. As time bears us on, there falls upon each the sunshine and the shadows, and both go to make life what it is. They fall upon some and develop beauty and sweetness and charity. They blend and meet in other lives and produce bitterness and wickedness. Why out of similar experiences and environments these come forth characters so unlike; why out of the same home nest and nurtured by the same loving hands, does there go forth the strong, noble virtuous man or woman, and that other who has become a vagabond and an outcast, whose name is spoken around the hearth in a whisper and brings the pang of sorrow and the blush of shame?

"I fancy some questions will never be answered and some mysteries will remain unsolved.

"How imposing the air castles we build today; they transcend the most magnificent that were ever constructed and tomorrow in our more practical and commonplace mood they will totter and fall. In the home, in the school, in the office, it is true. The husband is ill-tempered and dyspeptic; the children make you believe the doctrine of total depravity is an awful reality; they come to school with a well-defined purpose to make the teacher's life a burden and succeed admirably, or the customers as they come into the store, bank or office are perverse and crotchetty. We make our little world what it is day by day, to a certain extent at least. The shadows outside our life are often but the reflections of those within. How much of shadow and of sunshine has love brought into human life. Through her tender ministries have been stirred the best and the worst in human history. She has ravaged empires and given a glory untold to self-sacrifice; she has unmanned Sampson and glorified the weak and timid with heroic courage; she has been filling human life with keenest pangs and purest joys; she has been investing it for centuries with the deepest of shadows and the glory of golden sunlight. Without her the best of civilizations must degenerate into grossest barbarism, and home, that sweetest word of any tongue, must cease. Love has brought to the poets their sweetest inspirations; it has

given to the artist his highest theme. From Theocritus down to the young man who drizzled in yesterday's newspaper, it has provoked millions of good and bad verses, most of which have gone into the valley of the shadow. But how much there is of sunlight in those that live. Love sometimes softens the head as well as the heart, and it is told of a very sensible man that he preserves in an iron box some of these poetic indiscretions of his youth in order, if he is ever accused of a capital crime, that he may produce them as furnishing indisputable evidences of insanity.

"How deep the shadows that have fallen upon the lives of the world's great mn. Dante is worshipped at that grave to which he was hurried by persecution. He had for Florence, his native city, an undying love, but was an exile.

"Ten ancient towns contend for Homer dead,
Thro' which the living Homer begged his bread.

"Socrates brought down philosophy from heaven to earth, but the shadow of his life was Xantippe.

"Hooker, the saint and sage of English divinity, was married to an acute vixen with a temper compounded of vinegar and saltpetre and a tongue as explosive as gun cotton.

"Addison married a countess and spent the rest of his life in repentance and English clubs and taverns. The wives of Addison, Steele, Dante, Milton and Dryden shed no glory on their sex and brought no peace to their firesides. How bright in contrast is the life that falls on those sweetest pictures in the gallery of human life when the best and highest in men have been brought into rich fruition by the ministry of strong, noble women and wives. Wordsworth has immortalized his own noble wife and thrown a ray of sunlight on the domestic felicity he enjoyed in three lines: 'She who dwells with me, whom I have loved with such communion that no place on earth can ever be a solitude to me.' While the American home endures and love lays her daily offerings upon the altar, there is hope for the nations though we may hear the murmurs of discontent and mourn the murderous assaults of anarchy and the clatter of the divorce mill. How many of the great characters in history have been sorely tried by great afflictions. Homer and Milton, who could see in nature and in life so much that was hidden from the common eye, were blind. Byron, gifted as few have been, had a deformity which soured and embittered his life. Shelly was a hater of his fellow men. Pope, whose genius shines

forth in almost every line, was a hunchback. Michael Angelo, with his colossal genius, gave joy to multitudes of his fellow men, but he was infinitely sad and lonely.

"Sometimes it is necessary that the soul should have the great trial to bring out the greatest and best of which it is capable.

"A great wit and humorist when he would find a cure for his melancholy, was advised to go and hear himself, who made the people roar.

"There is a class, which would probably include the great majority of us, who live in the shadow because they feel they are not in the right place. It is so hard to have an interest in work you do not enjoy. Some get tired of life's routine and it is much like a treadmill. Much of the world's best work is done by those who, if they could choose, would choose a more genial task. Some one has said, 'Blessed be drudgery.' The musician and artist have reached their success through drudgery. It is by constant, unremitting toil that the greatest victories have been reached in art and music and science and literature. It is well to love your work; it is better to do it as if you loved it. Take the shadows with the sunshine. It takes both to make life, as it does to make art. Do the nearest duty.

"Lieut. Peary said of his young assistant: 'He is a get-there-sort of man who does the duty that lies nearest, the best he can, and is always ready for the next one.' To carry a great purpose into our daily task, whether we enjoy it or not, is to be truly noble, truly great. There are thousands who carry great sorrows and burdens, whose only aim is to bring sunshine to others. There are very few who do not realize intensely life's joyousness and its sadness as well. It seems to be a law of life that its beauty and its strength are best developed by means of these alteratives.

"Not by basking in eternal sunshine. nor forever under clouds and torn by tempests, do the graceful pine and lordly oak attain their grace and beauty, but by proper blending of these, today drinking in the radiant energy of the sun's light and heat, tomorrow they defy the tempest and laugh at the gale, becoming stronger in every fiber and with their roots taking a firmer grasp upon the soil. It is a law of human life as well.

"How few of us would choose the path we daily tread, were the power given us to choose. We would shun the rugged steeps and dark and dangerous defiles and the multitude would be seen treading the broad, sunlit highways. The same law which has

been working in humanity, lifting it from savagery and barbarism to civilization is still operating to prevent man going backward again. The history of man shows clearly that where he is compelled to struggle and toil for subsistence with more or less success there civilization takes on a higher form and human facilities are best developed and perfected.

"In tropical climes where nature provides for him sustenance without toil, he remains where he was centuries ago, without any aspirations for progress, because nature has been so generous as to supply his bodily wants without his help at all. In the temperate zones where man must struggle for bread, where he must lay in stores for the cold, dark days of winter during the genial, sunny summer, there have flourished the grand old civilizations of the past, and there flourish the great civilizations of the present. True, there are other elements and conditions which must be taken into account, but one law is seen all through human history, viz: that necessity develops human powers and faculties. Go to the Arctic climes where cold and darkness hold sway for half the year and man is satisfied if he can subsist. He is only ambitious to accumulate enough to carry him through the long winter of night and cloud and tempest. The skins that clothe him and the fish and oil to furnish him with light and fuel and food are all his care.

"It is not the genial sunshine of the tropics nor the cold and tempest of the frigid zones, but the blending of sunlight and shadow, as we find it in more temperate climes, where men must struggle for life, and yet where the struggle brings success and reward, there it is that the highest human faculties are evolved.

"History is but the record of the weary march of humanity upward and onward through the centuries. One nation after another came upon the scene, lived a few years or centuries in the sunshine of progress, to be cast into the shadows of decline and fall. Follow down the stream of history and you are more and more impressed with the fact that the earth is the tomb of dead empires.

"Living in harmony with those laws that are essential to national life and progress, prosperity smiles for a time, then, tempted by wealth or luxury, the strength of armies and navies cannot prevent disaster and decay. The poet Gray wrote in his 'Elegy' what might be termed the epitaph of dead nations:

"The boast of heraldry, the pomp of power,
And all that beauty or that wealth e'er gave
Await alike the inevitable hour—
The paths of glory lead but to the grave.

"The great historian must be an artist as well, so that he may see the great panorama of life moving onward, giving the events and environments their true value—now with the stroke of his genius bringing them out into the light, or again throwing them into shadow.

"In poetry and music and art, we may see the sunshine and shadow that blended in the artist's soul. As force in nature expresses itself in light, heat, electricity and magnetism, so genius is the mental force which expresses itself in poetry, music, art, or literature, and occassionally it covers the whole field as in the marvelous genius of Michael Angelo, who in turn was poet, painter, sculptor and architect. The truest artist is he who can throw in the proportion of lights and shadows.

"Since man first dwelt upon the earth, human life has been the blending of light and shade. Our ancestors amid the marches of northern Germany, France, Denmark and England had less of the sunshine and more of the shadow, as they lived in their rude ruts on rush floors and lived merely to eat and drink and fight. In the progress of English civilization there was a constant conflict going on between the shadow of tyranny and the sunlight of freedom. Oh the dark shadows that have fallen upon the centuries.

"Every clause in the English constitution has been written in letters of blood. Behind the statue of liberty the form of tyranny has been ever skulking.

"He shadows every step of progress. To the person capable of entering into communion with her nature the old nurse sings daily as to the boy, Agazzis, some song more beautiful or tells a more marvelous tale, and the soul is filled with 'a light that never was on sea or land.' Who has ever taken in all the beauty of these everlasting hills? In their grandeur and sublimity, they are ever appealing to us. Capricious and changeful as the lights and shadows that fall upon them, ever beautiful, whether it be in the dawn or in the twilight, or when enveloped in storm or bathed in sunshine, whether mantled in snow and locked in the fetters of the frost king, or dressed in the garb of summer, whether

decked with flowers in the springtime, or clothed in the russet and grey of autumn.

"What lessons they teach, if we are but teachable. 'Day unto day uttereth speech, and night unto night showeth knowledge.' We wonder that men can live through the years overshadowed by these silent monitors, and be sordid and vicious and mean. It is most natural that in those early days when men lived in close contact with nature they should turn to her in worship and thus try to satisfy the longing of the soul for its God. They turned to mountain and sky and sea, and nature in all her varied moods became the embodiment or representation of their deities.

"There is something very fascinating in the age of myth and fable. It was the childhood of the race. All the forces and phenomena of nature were mysterious and unread. Man was reluctant to part with them as the child is to give up those mysteries which, while but children of fancy, fill childhood with the pleasures of romance. From behind the shadows you may hear the echoes of struggle and conflict. The forces of nature are personified and in the battles they wage with one another are involved the interests and destinies of mankind.

"Working quietly through the centuries, the most potent force has been the radiant energy which the sun is constantly giving forth. In the far distant past through the long geologic ages it spent itself in building the gigantic and luxurious forests, making the great coal deposits which we are drawing upon for light and heat and motive power today. Still that force is building up the forests of the present and the wood fires that warm our homes tonight is the sun's light and heat of recent years. This is a beautiful analogy of our human life and energy. The sunlight of Grecian art and literature and philosophy brightens the civilized world today. Stored up in these are forces by which they are still lifting and blessing men. Their religion was but the development and reflection of the Grecian mind and its environments. It was a mingling of clouds and sunshine. It had more of brightness than the early religion of the Hindoos, or that of the Egyptians, and developed a more cheerful and hopeful spirit. What sunshine and charm there are in the story of ancient Greece, as revealed in her art, her literature, her climate and her ruins.

"Her poets have sung of her lovely, genial sky, and in all the

land there is no mountain, vale or wood, no fountain, grove or river that is not made more sacred by some legend or poetic tale. The sunlight and shadow of art makes some impress upon every life, but especially does it appeal to those who live in the great ideals on which it stands.

"The peasant stands awe-struck before the great cathedral and speaks his admiration in his homely vernacular.

"The man of culture is impressed by its grand proportions, graceful outlines and beautiful details. Each is influenced in his own way as he gazes upon magnificent ruins which tell of departed glory, St. Peter's—the Westerner.

The sunlight or shadow carries is lesson to each. Both fell upon Byron's soul as he contemplated the beauties of nature amid the ruins of old Greece. He sings in his Childe Harold:

"Yet are thy skies as blue, thy crags as wild;
  Sweet are thy groves and verdant are thy fields,
Thine olive ripe as when Minerva smiled.
  And still his honied wealth Hymettus yields;
There the blithe bee his fragrant fortress builds,
  The freedom wanderer of thy mountain air.
Apollo, still thy long, long summer gilds.
  Art, glory, freedom fail, but nature still is fair."

"For centuries Greece made prominent the man, and her great men were more to her than the greatest triumphs of their genius. During those years she occupied a position that must ever command the admiration of mankind. The glory of her manhood makes her immortal.

"During the period of moral degeneration which followed, she lost her high ideals. Her people became trivial. She gloried more in the results of genius than in her great men, the creators of high ideals of art and literature. Under such conditions, what avails high ideals of art, if manhood genius will desert a people and the shadow of decline has already fallen upon her? We might easily trace the influence of Greece through all the Christian centuries. While history has not developed the aesthetic culture yet she has developed a spirit which would not let art die. She has been its inspiration in all the centuries. A Raphael and a Titian and a Michael Angelo and H. Hunt found their greatest inspiration in the Epics of the old Testament and in the life and teachings of the man of Nazareth.

"The mission of the great teacher was to sweep away the shadows of sin and suffering and wrong and bring in the sunshine of a larger freedom for humanity.

"Again and again the Christian church has lost sight of the central thoughts in his teachings, who was the establishment of the kingdom of heaven here in politics, social and business and professional life.

"How deep and black are the shadows that fall on the centuries as humanity plods on, ever striving for the light, yet turning aside and walking in the shadow.

"What a blundering, crooked track is the march of civilization. But for the sordidness and selfishness and baseness of men, how much shorter and brighter it might have been. It has been a battle ground all the way, trampled deeply with fierce conflict. Emperors, kings, lawgivers, ecclesiastics and warriors have placed barriers in the way which may still be traced by their crumbling ruins. Sometimes revolutions have resulted in dissolution instead of evolution. The keynote of the French revolution was liberty, equality, fraternity, but it was fitly named the 'reign of terror,' during which time France was given over to incarnate and fiendish hate and cruelty. Yet that shadow was but the bursting of the storm cloud which through long years of want and extortion and fraud had been gathering strength. Carlyle says 'history looking back over this France through long times, confesses mournfully that there is no period to be met with in which the twenty-five million of France suffered less than in this period which they name the reign of terror. The frightfulest births of time are never the loud speaking ones, for these soon die; they are the silent ones, which can live from century to century.'

"There are shadows that never lift, from year to year they hang like a gloomy pall and beneath them are crushed long suffering souls. I cannot close without suggesting a lesson we may learn.

"No nation of the past could boast such a degree of intelligence as that which exists among all classes of our people. But our social and national life is not all sunshine.

"Around the horizon hang heavy ominous storm clouds, which may burst in fury upon us ere long. The antagonism which exists between capital and labor contains within elements of danger. Men were never so restless as today. They never felt so keenly the limitations of their lives. With the spread of intelligence,

there is a universal longing and reaching out for improvement of conditions. Throughout our social life are organized antagonisms.

"There is hope in a noble discontent, when guided aright, but when misguided by the sophistry of selfish demagogues it may work untold injury.

"How to reconcile the frictions of our social life is the great problem of the time. There is but one solution. It must be upon the basis of Christian sympathy and unselfishness. Attempts to settle it on any other basis must fail. There is a socialism which advocates the forcible division of property. What we need is the socialism which begins from within the socialism taught by the Christ, and which has its basis in sympathy and unselfish character. The philanthrophy that loses sight entirely of moral conditions is not worthy of the name. There are many whose philanthropy does not extend beyond the material conditions of men. It may be worse than useless, if it ignores the fact that the sure road to improvement is through better moral conditions.

"The best help is to reinforce character so that a man can help himself.

"Another shadow that hangs over our social life is the insane pursuit of wealth. Men are slow to learn a lesson, which all the experience of men through the centuries has been teaching that as a basis for happiness money is the most disappointing thing in all the world.

"In their greed for that which cannot bring happiness, tens of thousands are shutting out of life the happiness they might enjoy without wealth. A man does not need fifty thousand dollars to make him happy any more than he needs fifty thousand neckties or pairs of shoes. The sum of human happiness is not measured by money. Whether he will be happier with a million than with a mere competence will depend upon what he is, how he got it, what it cost him. Character is worth infinitely more than any fortune for which it is sold or bartered away. Great wealth must ever be a curse to him who pursues it and holds it as an end.

"There is nothing so suicidal, so demoralizing, so fatal to high ideals as the selfish pursuit of wealth as the object or end of life.

"The parable of the torment of Dives is not overdrawn. The selfish possession of millions without any thought of the claims of

humanity must result in a self-made hell within the human soul. Heaven and hell are conditions of character.

"Better far be a digger of ditches and be free, than be the slave of wealth.

"Is wealth a blessing, you ask. That depends upon whether the man possesses the wealth or whether the wealth possesses the man. The fate of nations in the past has hinged on the distribution and use of wealth.

"I know there are many who would scout the idea that our civilization can decline. Many who by their character and life are contributing only to its decline, would sneer at the very thought.

"Fancy a man being so rash, when Augustus was making a Rome of marble out of a Rome of brick, when her victorious legions were extending her dominion, when magnificence and wealth were increasing on every hand, fancy one being so rash as to predict her decline, yet she was then on the verge of disaster. I know of no prophecy which says that our American civilization shall be permanent. To say that we are the favored of Providence is often an empty boast.

"The conditions that dragged Greece and Rome from their high place down to death in spite of wealth and art and literature and law, will destroy our civilization as well. As we look abroad, there are deep shadows resting upon our great cities. Poverty and discontent are seen and heard on every hand. What has destroyed every previous civilization has been the unequal distribution of wealth and power.

"You may see that shadow resting everywhere in our land today.

"While there is much that is beautiful in our culture and art and literature, while the wealth of our nation and the comfort, magnificence and intelligence were never approached by that of any other people, yet all thsee combined will not save us without the moral conditions exist as well.

"When we study our political life and consider how large a proportion have no direct interest in the proper conduct of the government and are ready to sell themselves to the highest bidder, we stand aghast at the possibilities. With a high degree of intelligence and public honor, a republic is safe, but when the masses

become sordid and imbruted, a despotism will stand while a republic will totter and fall.

"The most ominous political sign in the United States today is the growth of a sentiment which either doubts the existence of an honest man in public life, or looks on him as a fool for not seizing his opportunities.

"As the strings of a harp, standing side by side,
Are the days of sadness and days of song;
The sunshine and shadows are ever allied.
But the shadows will fade and the sunshine bide
Though today may be dim and the world go wrong."

LITERATURE IN THE HIGH SCHOOL.

Paper presented by Miss Lucy H. Carson, December, 1901, at State Teachers' Association, Missoula.

To say that in the last ten years there has been a great change in the general thinking about English as a subject of study in schools and colleges is to make a statement not so lacking in importance as in originality. Two phases of this change are vital for the future of the subject: the growing recognition that English ranks with the classics, science and mathematics as a branch of learning and the corollary that special training is necessary to teach English. In our best high schools English is no longer considered a minor study requiring little time outside of the recitation period; and it is not assigned to a teacher because in a mathematical demonstration she can not distinguish hypothesis from conclusion, or cannot generate hydrogen without endangering school property. Nevertheless it is too much to claim a universal conviction that literature as a discipline is entitled to a place beside science and mathematics. Teachers of subjects traditionally known as disciplinary still feel towards teachers of English much as the chemist does towards the experimental psychologist. "Don't you wish you were over in the college of literature?" said one engineering professor to another. "All you have to do there is to read a book."

About two years ago the president of Columbia proposed that his university allow applicants for admission to substitute an extra amount of mathematics for the requirements in Latin. Apropos of this proposal the Nation said:

"His proposal calls sharply to our attention the need of an elementary discipline of culture which, while being modern in context, scientific in mthod, catholic in ideal, practical in effect shall also be such an elementary discipline as will naturally and easily adjust itself to the higher discipline of culture imparted in our universities and colleges.

"English is the only subject which can fulfill these conditions; but English is unfortunately a discipline whose value is not yet clearly recognized by the public, either lay or academic. If, in casting about for such a connecting link our attention is directed to our own language and literature, we sadly shake our heads, for we see clearly that our present methods of studying English do not yield us what we want and we naturally conclude that the subject itself is not broad enough or serious enough to supply the place of elementary classics. Nor is it, as now taught; its principles are dogmatic, not scientific; its rules are arbitrary, not empiric; its judgments are emotional, not rational; its teachers are, many of them, untrained and incompetent; and its educational machinery is not yet developed."

The Nation, vol. 72, No. 1857, p. 85.

"It is the main purpose of this paper to show some of the ways in which literature, like the classics, science and mathematics, is a disciplinary subject. At the beginning of the discussion, however, a fundamental distinction between literature and the other subjects mentioned must be recognized. To use the jargon of criticism, which we all despise but cannot dispense with, literature is a culture subject, an art, and makes its appeal not merely to the intellect, but to the emotions and the aesthetic nature as well. In other words, while the traditional disciplinary subjects require intellectual power for their comprehension, literature requires not only intellectual but also emotional power even to understand its material, to say nothing of appreciating it. It is true that emotion may attend the study of other subjects, that these may have an aesthetic side. Pythagoras is said to have sacrificed an ox to the Muses when he discovered a certain mathematical truth; and our own Oliver Wendell Holmes, the physician speaking through the poet, wrote the Anatomist's Hymn. But a boy can master the Pythagoran proposition without much draft on his aesthetic sensibilities, and he can learn the structure and func-

tion of the heart without any quickening of the action of that organ in his own body. But he cannot understand the character of Macbeth without some power of imaginative sympathy. It is the overworking of this emotional machinery without the intellectual balance wheel that brings so much criticism on the teaching of English.

One essential feature of all disciplinary subjects taught in our high schools is that each has a body of fact which the students are expected to master; algebra through quadratic equations; so many books of Virgil; so many experiments illustrating so many laws of physics. Contrary to a common supposition, English literature—not the history of literature, not biography, not philology—but literature has also its body of fact. The material is not so easily determined, perhaps it never can be. But nevertheless it is possible to choose from the whole realm of writing certain classics to be mastered in the high school. For a number of years an attempt to do this has been made by a conference of prominent English teachers of the country. This conference makes out two lists of classics, one for careful study, the other for general reading. Most colleges have adopted these as entrance requirements in English and they constitute a part of the course in English in our best high schools. It is the present policy of the conference to leave the requirements unchanged for a number of years. The two lists are as follows:

For careful study: Shakespeare's Macbeth; Milton's L'Allegro, Il Penseroso, Comus and Lycidas; Burk's Speech on Conciliation with America; Macaulay's Essays on Addison and Milton.

For general reading: Shakespeare's Merchant of Venice; Shakespeare's Julius Caesar; Sir Roger de Coverley Papers; Goldsmith's Vicar of Wakefield; Coleridge's Ancient Mariner; Scott's Ivanhoe; Carlyle's Essay on Burns; Tennyson's The Princess; Lowell's Vision of Sir Launfal; George Eliot's Silas Marner.

So far, then, a body of fact for mastery in English literature has been indicated as definitely as in any other subject. But the advisability of adopting the conference report is a never-ending topic of discussion among English teachers. As Sir Roger de Coverley would observe, much might be said on both sides. First among the advantages is the highly important one that the uniform college entrance requirements give a definite basis for Eng-

lish work. This advantage can hardly be over-estimated. For in English, more than in any other subject, is the school at the mercy of the eccentricities of the individual teacher. This "unchartered freedom" might work no harm if teachers of English were phenomenally well balanced. But nature has not so distinguished us from the rest of mankind. One has only to attend a conference of English teachers to be convinced of the absolute necessity of some check on individuality if English is to be a discipline. At such a conference one speaker asserted that an instructor can teach best that which he himself likes best; the speaker was especially fond of biography, hence he put much biography into his English course. The chairman of the conference questioned whether the personal preference of an instructor constituted a correct principle of choice. "Suppose," said he, "that an algebra teacher should say, 'I like simple equations of one unknown quantity best. I intend to give my students a great deal of work in them.'" In the same conference another speaker—a woman this time—declared vigorously: "I never make any suggestions to my students as to what they should read; I say to them, "There is the library, read!" It would be dogmatic to require them to read certain books. I hate dogmatism on the part of the teacher." The chairman mildly asked if the time might not come when she would consider it dogmatic to ask the student to read at all.

A second advantage of adopting this uniform course is that excellent facilities are afforded for the study of these classics. Many good editions, with notes and other material are published. In this way teachers and students are provided with the results of scholarship that they have neither the time nor means of gaining by their own research. And here I wish to utter a vigorous protest against false economy in buying texts. The teacher of mathematics would not suffer an inaccurate or deficient text book merely because it was cheap. Neither would the teacher of science use, because they were inexpensive, materials that made his experiments a failure. But if there are a ten-cent and a twenty-five-cent edition of the same classic, the first inaccurately annotated and wretchedly edited, the second the careful work of a scholar, the English teacher is too often required to save his students the fifteen cents at the expense of accuracy. And a sort of public opinion forces upon us such cheap books for supplemen-

tary use that we can congratulate ourselves when an occasional inversion of either the book or the body is not necessary in the reading, or if Tennyson's Idylls of the King when opened does not prove to be The Adventures of Sherlock Holmes. Annotated texts of difficult texts are an absolute necessity. Think what a well-edited text means; years of study of that special classic, often years of experience in teaching it; familiarity with all the other works of the same author; a comparative study of the chief writers of the period; a good perspective of the entire field of English literature. When such men as Bliss Perry, Professor Gates of Harvard and Professor Cook of Yale do not think it beneath them to edit school and college texts in English, the question of the value of annotation ought to be settled.

Some teachers make the objection that annotated texts explain things students should find out for themselves. We all have declared that the editor explains everything we already know and nothing that we do not. In the case of cheap, poorly edited texts this may not be a wild exaggeration. But the notion that a student can find out everything for himself, that it is an unpardonable transgression against pedagogical law ever to give him any direct information is absurd. No teacher of physics leaves a student unaided to discover the laws of gravitation. The failure to distinguish in English between matters of fact and matters of opinion, the failure to mark the limit at which individual guessing must stop and the results of scholarship be accepted, this is one of the fruitful causes of the contempt in which English is held by men of science.

A third advantage of the use of the uniform requirements lies in the nature and scope of the course thus outlined. Intrinsically there can be no question about the merits of the classics chosen. Historically they represent the leading writers of different periods, while the list contains representative works of the leading literary types, the drama, tragedy, comedy and masque; the essay, biographical, critical and personal; prose fiction, both novel and romance; poetry, both narrative and lyric.

A fourth advantage is that the college course in English can be made more effective if the students are prepared in the same classics. Few high school teachers appreciate this. If a college insists on this uniform preparation they think its policy narrow. They see no reason why they should not freely substitute other

classics for those specified. If one of these teachers who so resent the restriction on their freedom were confronted with the problem of selecting classics for a hundred students in a college course in English, she would become a speedy convert to the uniform requirements. It is obvious for instance that no high school can complete the study of Shakespeare so that the college need offer no Shakespeare course. But when one school makes a critical detailed study of Macbeth, another of Hamlet, another of Lear, another of Othello and another of Julius Caesar, how can the college teacher to frame the course as not to repeat part of the high school work, or omit for many students some of the great tragedies? On the contrary, if every student admitted to college knew thoroughly the three plays in the prescribed course, Macbeth, Merchant of Venice and Julius Caesar, not only could the course in Shakespeare be easily planned, but the college instructor could base his work immediately on the student's attainments. Few high school teachers have any idea how the college teacher's work is hampered by the absence of any common stock of literary knowledge among his students on which to draw for illustration, or to use as a foundation for advanced study.

All of these are very strong considerations in favor of the unifrom college entrance requirements. But there are some things to be said against them. Their adoption by high schools is on the presumption that the chief business of the high school is to prepare students for college. Such is a wrong conception of the function of the public high school. While where it is practicable the high school ought to provide a college preparatory course, the high school should remember that it finishes the formal education of most of its students. Communities differ in this respect and the high school should be adapted to the needs of the community. But even when we admit this it remains a question whether the classics under discussion might not serve as well as any others for the pupil who does not go to college.

But a really valid objection to the classics that the conference has chosen is that some of them are not at all suited to the average high school. I have never tried to teach Burk's Speech on Conciliation with America to high school students, but I have tried to teach his Letter to the Sheriffs of Bristol to college freshmen, sophomores and even juniors; and like the principal of Emmy Lou's school I have been "surprised, appalled and cha-

gringed" at their failure to understand Burke. "What do your students get out of Burk's Conciliation?" I asked an unusually well-trained teacher in one of our large city high schools. "Only what I give them," she answered. A certain college professor made the statement that if there is any English classic not suited to high school study—and he ironically questioned the supposition—that classic is Lycidas. It must ever be remembered that intellectual and educational conditions are not the same throughout the United States; that reading not difficult for a boy born in a New England library and brought up under the shadow of Harvard may be impossible for the boy of the corn belt, the literature of whose home consists of the county paper and a complete compendium of useful information. This is an insuperable objection to the unmodified conference list for many schools of the middle and far west. Our students need something else. They starve on Conciliation and Lycidas. And wherever the merely formal comes into opposition with the vital there is no question which should yield. But whatever classics are chosen a selection should be made that as far as definite material is concerned will place literature on the same plan as science and mathematics.

In other respects literature ranks with these subjects. The student who finishes a course in literature is expected to know something. There is a popular idea of literature teaching akin to the deacons idea of a good sermon, that it should go in one ear and out the other and be good while it is going. "Don't be technical. Don't be severe. Try to get the student to love literature. It is considered heretical to suggest that knowledge is an end of study. As a corrective to parrot recitations it has been necessary to over-emphasize the statement that not knowledge, but development, is the end of education. We have said this so many times that some of us have almost come to believe that the less knowledge a student carries away from a course the more valuable has been the discipline. Our very students will excuse their ignorance of facts on this plea of not knowledge, but development. In a college examination in history, in answer to a question that required a close knowledge of a number of related events a student wrote: "I do not remember the facts, but I think I understand their significance." The truth is that the acquisition of knowledge of some kind is the only means of gaining power and knowledge and development are likely to be in pretty fair

proportion in the final result. Although one of the most successful English teachers I have known says that in her first high school teaching she set out with the sole purpose of making her students love literature as she loved it; this motive is too intangible to form a working basis for most of us. And this woman's present marked success with university graduate students is largely due to her great capacity for work and her ability to direct the work of others. The English teacher whose sole motive is to make her students love literature, starts out on a road pleasant enough, it may be, but one that lacks guide posts. While the love of literature is a true high ideal for the English teacher, knowledge of literature is an indispensable condition of reaching it. Dispense with a rather rigid knowledge requirement and you have done much to destroy the value of literature as a disciplinary study. It is a strange idea that while only a general liking for any other subject is necessary, the heart of the student of English must be an everflowing fountain of love and joy.

English can never be ranked with the serious objects of study until the student has for each recitation a definitely assigned task that requires as much time and effort as any other subject and that cannot be any more easily shirked. This cannot be very well done unless the study is carried along the two lines known as extensive and intensive. Certain classics are to be studied minutely, others to be read rapidly. In the present state of the subject so much depends on what the teacher gives in the classroom that very few classics can be read minutely; and the teacher cannot always assign work enough, suited to the student's capability, on the daily recitation to occupy the legitimate study period. The extra time can be well given to wider reading less carefully directed by the instructor.

In respect to the tasks assigned, I wish to make a plea for simplicity. Teachers of mathematics and science have practically decided on a limited number of truths in their subjects within the grasp of high school students; and they have worked out systems for teaching these truths. They do simple things. The teacher of mathematics does not attempt to give his high school students his own college courses in analytics or differential calculus. If he tries the method of higher mathematics he is checked by the discovery that his student cannot factor algebraic quantities or demonstrate the theorems of plane geometry. The

science teacher does not attempt courses in bacteriology or organic chemistry; his enthusiasm for his specialty is restrained by lack of equipment, if by nothing else. But we find sanguine college graduates attempting to give their high school students the identical English courses they themselves took in college, and that in schools whose students with difficulty meet the English entrance requirements of the college. Most experienced teachers of English agree with Professor Corson of Cornell that one of the last things that students are prepared to appreciate is the difference between literary movements. Yet a few years ago one high school had in its course lectures on the classic and romantic periods. Much of our English is too pretentious. English is a subject that lends itself to a vain show of false learning.

Hence I emphasize the necessity of simplicity in matter and method and I wish to plead especially for two exercises which, because of their simplicity seem almost absurd in high school study, oral reading and verbal memorizing. When we began to study classics it was customary to conduct a recitation by having one student read a paragraph or stanza and then answer questions on it, a method much like the old custom of lining hymns. We have departed so far from that that reading aloud is now almost never required in our high school English classics. We take it for granted that reading is finished in the eighth grade. But it is not to teach the students to read that I advocate oral reading in English classics. I urge it strongly as a means of interpreting and an aid in appreciating literature. And it is carefully prepared, not sight, oral reading, that I advocate. Almost the chief problem with us is to get the minds of our students to dwell on a piece of writing long enough to appreciate it. The preparation required to read a short poem aloud involves dwelling on the poem long enough to get the ideas into one's mind. Moreover, oral reading is a good test of a student's understanding and appreciation, and in simple selections often the only one necessary. It saves a good deal of stupid and useless questioning. Oral reading is also a good closing exercise for the study of a classic that has required minute analysis and hard thinking. In this case it serves a double purpose; it gives a chance for the student to garner the fruits of his labor and affords a survey of the writing as a whole. Teachers may object that pupils will not study a lesson in oral reading. Some students will neglect any-

thing and dare anything. I have known a boy to give a written account of a poem he had never read, guiding himself by the title and making very plausible general statements. Students have a technical name for such attempts. But if the oral reading is criticised like any other recitation, if the students are called to account for an error in emphasis as sharply as for one in literary exercises, not many of them will frequently neglect preparation.

Similar statements might be made in regard to memorizing. The purpose of memorizing poems, as usually stated, are to cultivate the memory, to provide thought for vacant minds and to prepare comfort for declining years. The prime object in memoriter work in the study of English literature is literary appreciation. A certain professor of English literature in one of our universities claims that memorizing lyric poems is the best way to learn to appreciate lyric poetry. Suppose the class is studying Tennyson's The Princess. The poem is narrative, but it contains some exquisite lyrics. What better can the teacher do with the Bugle Song or Tears, Idle Tears, than require the student to memorize the verses? There are no particular intellectual difficulties in the little lyrics. Their appeal is to the emotions, to the sense of beauty. The student must feel these poems. Feeling for a work of art is often generated slowly. The words of the poem must sink in. Teachers may object that students will not memorize. If they are led to look on memorizing not as a moral or ethical exercise, if the teacher takes it for granted that committing to memory a poem is a lesson to be prepared like any other, there is not likely to be much opposition.

Let me make one more suggestion in regard to tasks. I have already urged the necessity of annotated texts for difficult classics. Given the text the student should use it. Left to themselves students are likely to glance hastily over the notes before class and keep their fingers conveniently in place for reference in time of need in the recitation. When the lesson is an interpretation of the text it is well occasionally to forbid the texts in the classroom and to require the annotation of passages read by the instructor. Written exercises in annotation are also valuable as tests and training in accuracy of interpretation.

Let me quote again from the Nation's charge against literature as now taught. "Its principles are dogmatic, not empiric; its

rules are arbitrary, not scientific; its judgments are emotional, not rational." Men who teach other subjects frequently say to us teachers of English, "How can you teach literature? There is nothing to teach. It is all a matter of individual opinion." This is an entirely erroneous idea. Yet so firmly is it imbedded in the general thinking that even our students frequently act as if the whole matter of an author's meaning and status hung on their private judgment. So we somtimes find among our high school students detestable little prigs with opinions of Browning, George Meredith and Omar Khayyam, opinions of which the sententiousness increases inversely as the breadth of knowledge.

Our students need to learn that there are some points in English literature on which they have no right to an opinion. There is such a thing as authority in literature. No high school student of physics has a right to an opinion about the truth of the laws of falling bodies, nor a high school student of algebra about the truth of the binomial thereon. The instructor in English history does not consider the cause of the revolution of 1688 a matter of the individual student's judgment, neither does the teacher of elementary chemistry deem his students capable of questioning the truth of the atomic theory. The notion that everything in literature rests on the personal judgment of boys just out of knickerbockers and girls with hair in braids, es equally absurd. Take as an illustration the interpretation of Shakespeare. For meaning of many of Shakespeare's words the student must rest on authority. Almost any student will hazard a guess at the meaning of seeling in "Come seeling night." But we must know what the word meant in the sixteenth century. Who can tell us this? Only a man who has read widely in Elizabethan literature and history, so that he knows the customs of the times. Again, take the words conceit and office, words that appear frequently in Shakespeare. The meaning known to the high school student are not Shakespearean. Who is prepared to define them? The man who has discovered every instance of their use in Shakespeare; who has read his contemporaries in search of these words. When we think of the labor involved in the compilation of the two huge volume's of Schmidt's Shakespeare lexicon, we see the insuerable arrogance of the beardless youth who out of his poor pennyworth of twentieth century English undertakes to interpret the great dramatist.

Take another illustration. Some texts bring up the question of the interpolation of the Hecate scenes in Macbeth, a question that perhaps ought not to be raised in the secondary school. But if it is, the student must see that he has not the right even to a second hand opinion. For to have an opinion on this matter of interpolation requires either long years of first hand study of Shakespeare and his contemporaries or the reading of the results of research made by other men. In controverted questions of fact we have a right to an opinion only when we have had opportunity to examine the evidence on both sides and sufficient ability and training to deduce a judgment. The high school student must be made to see that this is true. One of the first conditions of being scholarly is respect for the scholarship of others.

This truth is a little more difficult to see in respect to literary criticism, but the general principle is the same. The status of a writer is not a matter of individual opinion. It is determined by the concensus of opinion of men who have a right to judge because of their extensive reading, intellectual ability and power of artistic preparation. But we are reminded that critics differ in their estimates and that one generation reverses the judgment of another. Is such a thing unheard of among historians and scientists?

But this objection that English literature cannot be made a subject of scientific study because its judgments are individual rests on a false conception of the purpose in teaching it. It is not a function of English teaching in high schools to label and pigeon-hole writers and works, to station them on different steps of the ladder of fame. The two-fold function is to see that the students know some of the great writings and can in some measure appreciate them. Hence adverse criticism, picking flaws in masterpieces is to be discouraged. I think it not too arbitrary a rule to say that almost never should high school students be allowed to find fault with the classics selected for their study. I doubt if adverse criticism should be permitted before the junior year in college. In the consensus of opinion of the best educators decide what classics are fit to be read, nothing very faulty can creep in. "But," some may say, "you must teach students to discriminating you must show them the faults of an author, it will not do to send them away with the idea that everything they read is good." 'Thrue for ye,' as our friend Mr. Dooley would

say. But which is the better way to teach discrimination, to emphasize the good or always call attention to the bad? Our students are the most intolerant of mortals. Allow them to search for flaws in their reading and what do we have? Not a single classic worth reading. Shakespeare had no originality; he found the story of Macbeth ready made; Milton, who knew English grammar no better than to say, "the fairest of her daughters, Eve," cannot be called much of a poet; Carlyle could hardly write a correct sentence; poor Keats thought that Corte discovered the Pacific; it is a pity that Tennyson wrote such inspid tales; Browning is beneath contempt, no one can understand what he means and he did not know himself Wordsworth is positively silly and only a crazy man could have written Coleridge's Ancient Mariner. If emphasis is continually placed on what is good the students will acquire the necessary discriminating sensitiveness.

But we have now really passed over into the second phase of the subject, the way in which literature differs from other subjects studied in high schools, its artistic function. We have so far chiefly been emphasizing the fact that the student of English must use his intellect, he must learn something. We now say further that he must use his imagination, his emotions, his sense of beauty. Some teachers think that no classic should be read that does not require rigid mental application to discover its meaning. A college teacher objected to using the Confessions of an Opium Eater with her classics because, as she said, "I always wish to give my students something on which they will have to dig." She expressed a not uncommon idea that unless there is something to be explained, a piece of writing cannot be studied. There are, roughly speaking, three classes of writings; those that appeal almost exclusively to the intellect; those that appeal almost exclusively to the emotions; those that appeal strongly to both. Only the last two, with a few possible exceptions, have any place in a course in English literature. Not to recognize the emotional side is to leave out something of great importance. But how to do it with high school students seems to me one of the greatest problems of our subject. We can assign definite lessons to be learned and refuse a passing grade if these are not mastered. But how can we lead our students on to feel

"For passions that are not their own, and think
(At random and imperfectly indeed),
On man, the heart of man, and human life?"

There is just one kind of poetry that our artistically unregenerate students seem capable of appreciating, and that—strange as it may seem—is verse with an obvious moral. A young lady—not in Montana—left the state normal school for the state university, giving as her reason that the studies at the normal school were too didactical. She is the very antipodes of our untaught English students; they cannot get their poetry didactical enough.

"Tell me not in mournful numbers
Life is but an empty dream,
For the soul is dead that slumbers
And things are not what they seem."

Is fine—the student's critical vocabulary is limited to fine, beautiful and good. But there is nothing in Shelley's little poem To-night.

"Wrap thy form in a mantle gray,
Star in-wrought!
Blind with thine hair the eyes of Day;
Kiss her until she be wearied out,
Then wander o'er river and sea and land,
Touching all with thine opiate wand—
Come long sought!"

This exaltation of the ethical at the expense of the aesthetic would not be so bad if it were accompanied by the ability to distinguish between the really noble and lofty sentiment of such a poem as Kipling's Recessional and the commonplace vacuity of such a stanza as:

"Meet every conflict with a courage brave and strong,
Truth and right will conquer though the strife be fierce and long;
While in the battle be a soldier and a guide,
Keeping step together on the blessed sunny side."

Our student who declares that this stanza is good and that he likes it would be in his turn "surprised, appalled and chagrined" at your irreverence if you should suggest that Tommy Atkins would be shot for insubordination if he attempted any guiding in the thick of battle, or if you should ask how a soldier could be always on the sunny side unless he kept out of the smoke of the conflict.

It is the obvious duty of the instructor in English to teach his students to appreciate some other kind of poetry than the "be good and you'll be happy type." I have received the expert testimony of a professor of physics and a dean of a college of law, that the artistic side of literature cannot be taught.

The emotional and aesthetic side of literature can often be approached best from the side of literary form, even through such mechanical work as finding the rhythm, meter and rhmye of a stanza. To some teachers this may seem absurd and I grant that on the surface it does appear so. How can one appreciate better the beauty of a stanza by saying that it is written in alternating iambic tetrameter acatalectic and trochaic trimeter catalectic with a substitution of a choriambus at the beginning of the first line, while the rhyme scheme is ababbcc? Nevertheless, through such mechanical work the student can be made sensitive to the variations of metrical effect, which forms no small part of poetic beauty. The most logical way to study a poem is not always the best. Definite tasks may be assigned the study of this phase of literature, such as: Select the ten most musical lines in the poem; give examples of tone, color; classify the sense epithets according to the sense to which they appeal: mark all the color words in a description; analyze the figures of speech. Although the merit of a poem does not depend on any student's liking for it, it is well to let students select the passages they like best, giving their reasons for the choice. It is true, doubtless, that we can like things without telling why. But aesthetic appreciation cannot rest satisfied with such naivete. The attempt to account for our liking reacts on the liking itself and increases our power of discrimination.

Of course much of the work suggested here is mechanical. But the first steps to some extent must be so. The student must go through a wooden stage. It is true also that some feelings are so fine and delicate that to attempt to analyze them is to dispel them; a too mechanical treatment of a poem may spoil its beauty for us. But such is not likely to be the case with our students.

Yet there is to my mind a serious question as to how much literature treating the deeper and finer feelings of the human heart should be given to our younger students. When a boy in a prose account of Keat's Eve of St. Agnes tells you that the fellow came to see his girl and the cook let him in, you feel like putting him

on a steady diet of Smiles' Self-Help and Pope's Essay on Man. The theme of love is the most difficult one to treat. The boys look shame-faced and the girls giggle. And yet much, not only in the appreciation of art, but in the making of character, depends on reverence for human affection. Shall we exclude from our English courses all writings with this theme? Or retaining them, shall we teachers act self-conscious and embarrassed in discussing them with our students? Or shall we treat the theme with simple dignity and with tact try to make our students respect it? The last is surely the best, as it is the most difficult course; yet it is not impossible. We must not forget that our students can grasp many truths intellectually that they are too undeveloped to grasp emotionally, and we must not refuse to furnish an intellectual foundation for the emotional life ten years in the future.

If in this paper I have seemed to give too little heed to the play of the student's individuality, if I have seemed to rest too much in authority and to take into account too little the intangible things in any art that can be approached only indirectly, it is not because I do not appreciate the side I have not presented. But it is because it seemed to me high time to emphasize, even to over-emphasizing, the side here treated.

In conclusion let me suggest the place where I think we have the greatest need of individuality, even of courage. The English teacher in any school ought to be keen enough to see just what her students need; and she ought to have sufficient courage to cut loose from courses and methods prescribed by other schools when she sees they are not good for her own. Professor A. S. Cork of Yale, in an article in the Atlantic for June, 1902, says some suggestive things. He makes the statement that when the large colleges came to see the need of doing something in English they found their classes too large for training in that subject, for training implies small classes. Hence they attempted two things, to give the students practice in writing on familiar subjects and to give them lectures on literature. In some of the smaller colleges, where small classes could be formed, literature was well taught. Others, neglecting their superior opportunity, took the method of the large college.

It seems to me that the same evil is practiced in our high schools. The English faculty of a large college, acting under

limitations, are forced to adopt plans not ideal. Their successors, not knowing that these plans were in the first place a compromise, perpetuate them. College students do not see that the institution follows a certain course because it can do better, take for granted that this course is the best, and go out to put it into practice with still graver defects in the secondary school. We need teachers of English well enough trained to prescribe courses for their classes, not because certain methods are followed by Harvard or the high schools of Chicago, but because local conditions demand them. But while governed by local conditions the teacher must act with a knowledge of what is being done in her subject in the best schools and with a high ideal of what should be accomplished by teaching literature in the high school.